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ABSTRACT

The issue of providing access to alternative college programs for adult students through evaluation of institutional accessibility and development of appropriate responses is addressed in six articles. Barriers that adults experience in the admissions process and in completing college programs are identified by Thomas Taafee and Thomas M. Rocco in "Access to Higher Education for Adults." In "Campus Planning of Adult Degree Programs," Lawrence R. Murphy considers program design and delivery, program finance and administration, program approval and implementation, and evaluation and outcomes. Guidelines for choosing or developing needs assessment procedures and instruments are presented by Ronald H. Miller in "Needs Assessment." In "Promotion and Publicity Encourage Access," Elza Teresa Dinwiddie considers use of the media, advertising, community relations, mailings, and assessment of promotion/publicity efforts. The potential and limits of interinstitutional linkages as a means to locate programs in the community to increase access for adults are addressed by William M. Craft in "Access and Interinstitutional Linkages." In "Resources," Kathleen Brouder identifies organizations, ongoing projects, and institutions engaged in one or more activities that might be of interest to policy-makers and program planners/administrators concerned with widening access for the adult learner. Bibliographies accompany the articles, and a foreword by K. Patricia Cross is included. (SW)

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PROVIDING ACCESS FOR ADULTS TO ALTERNATIVE COLLEGE PROGRAMS

Alliance Manual No. 1

Edited by
RONALD H. MILLER

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THE ALLIANCE MANUALS:
Alternative Degree Programs for Adults

Thomas M. Rocco, General Editor

1. *Providing Access for Adults to Alternative College Programs*
2. *Institutional and Staff Structures*
   (in progress)
3. *Financing Nontraditional Programs*
4. *Procedures and Services in Nontraditional Programs*
5. *Curricular Issues in Nontraditional Programs*

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Foreword

K. Patricia Cross

The ideal of lifelong learning is a concept with few enemies. Almost everyone is in favor of people continuing to learn throughout their lives. For the individual, continuous learning is the route to a better life, personally and economically. For industry, education of the workforce is the new imperative for growth and productivity. For governments, social and economic progress are believed to reside in an educated populace. Professions depend on education to bring the latest developments to practitioners in the field. Colleges and universities embrace the concept on the grounds that the extension of education into the adult years and the expansion of services to previously unserved segments of the population are not only socially desirable but economically necessary.

Yes, almost everyone is in favor of lifelong learning—until talk and planning give way to the serious business of making the necessary changes in the familiar and accepted practices of traditional education. Then critics seem to emerge from the woodwork, raising questions about everything from announcing the program to admitting the first participants to granting "appropriate" recognition for the learning. Any administrator or faculty member idealistically setting out with naïve enthusiasm to provide for the general social good while saving the college and its associated faculties from retrenchment needs experienced counsel and practical advice if the dream is not to turn into insomnia—or a nightmare.

The Alliance is a group of fifty-four institutions interested in developing alternative degree programs for adults, institutions that hope to profit from one another's successes and mistakes. The stated purpose of The Alliance is

> to initiate and foster an appropriate environment for adult students in college programs; to provide a forum for professional educators to share resources and information about alternative degree programs for adults; to provide a vehicle for minimal-cost consultation among members of The Alliance; to represent and defend the legitimacy of college programs developed precisely for adult students; to develop a statement of the rights of adult college students; and to influence institutional and public policies concerning financial aid for adult students.

All of those functions are part of a network of activity that is taking place as colleges prepare to serve new clienteles. When colleges, under the growing pressure to find new student "markets," recruit adults, the entrants find themselves constrained to fit the procrustean bed of programs originally designed for 18- to 24-year-old, full-time residential students. At the same time, program planners asking for change in traditional practices to accommodate the new students find themselves in the midst of reluctant colleagues who are uncertain about what changes the new directions will require.

Some educators have navigated these waters with great skill. It is now evident that over the past decade considerable change has taken place in the practices and procedures of colleges serving adults. A national survey conducted by the Commission on Nontraditional Study showed that, in 1972, between a fourth and a third of American colleges were already offering nontraditional degree-credit programs. The majority of these programs were new in 1972, and change continues into the 1980s. Many practices that only ten years ago were considered on the fringe of acceptable academic practice have now moved into the

mainstream. The recent survey of the Carnegie Council found that 84 percent of all colleges now grant credit for the College Level Examination Program (CLEP) exams (up from 35 percent in 1970), and 41 percent grant credit by assessment of experiential learning (up from 14 percent a decade earlier). Many more changes have taken place in new partnerships formed between colleges and noncollegiate educators, in special services for adult students, in curricula designed specifically to meet the needs and interests of adults, in distance-teaching methods, and in a host of other dimensions of education important to the adult clientele. These are indeed years of great change; and most people new to the business of educating adults need help not only in keeping abreast of changing conditions but also in learning from the experience of others.

One of the purposes of The Alliance is to share experiences in developing alternative degree programs for adults. Recognizing, however, that experience could be shared beyond its membership, The Alliance sought funding from the Ford Foundation. It proposed a set of basic operating manuals that would offer advice about problems that beset the inexperienced program developer. The present volume, which represents the first of these manuals, discusses access, campus planning, needs assessment, promotion and publicity, and interinstitutional linkage, and it concludes with an annotated list of further resources. It raises questions that might never occur to the uninitiated. There is an undeniable advantage to anticipating problems from the experience of others rather than conducting a post-mortem on one's own problems with the wisdom born of hindsight. For example, it seems obvious—once it is pointed out—that "institutional pressures will likely encourage the use of programs that are in the least demand, while community pressures will suggest those that are already under heavy pressure from traditional students" (page 15). It may require considerable agility and creativity to devise programs that will serve the needs of both the institution and adult learners, and educators who have thought through that problem will

be in the best position to share experiences and insights with others.

The concept of lifelong learning calls for basic changes in the way we think about education. In 1973, the Commission on Nontraditional Study suggested that the pathway to serving new student populations required a new attitude, one that "puts the student first and the institution second, concentrates more on the former's need than the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription, and deemphasizes time, space, and even course requirements in favor of competence and, where applicable, performance." That, it seems to me, is still sound advice; but proponents of such a philosophy on the traditional college campus will need to sell their colleagues on the long-term desirability of designing new programs to meet the specific needs of an adult clientele.

This task, of course, can be complicated when needs assessment and research on adult learners show that the outstanding characteristic of adult learners is their diversity. It is virtually impossible for the average college to meet all adult learning needs in the community. Lawrence Murphy observes in Chapter 2 that the smaller the institution and the more limited its resources, the more careful it must be in identifying a specific segment of the adult population that it can serve. That segment might be recently discharged veterans, women reentering higher education, aspiring small-business owners, or any of a number of other groups with needs that fit the mission of the college. In some cases, an institutional mission may need to be modified; but planners need to be realistic about how much "modification" is practical.

Cooperation and collaboration with other agencies in the community are other ways of coping with the diversity of the adult market. Indeed, many national associations are leading their constitutents to think more creatively about sharing the educational functions of the Learning Society. The 1979 Assembly of the American Association of Com-

munity and Junior Colleges, for example, recommended that "community colleges collaborate with other community agencies to define the clientele to be served through lifelong education, to share educational programs to meet consumer needs, and to provide access for all clientele into appropriate programs." The American Association for Higher Education devoted its entire 1981 National Conference to the theme of "Five Partnerships to Offset Decline" and offered suggestions for cooperating with business, professional associations, high schools, telecommunications, and other disciplinary specialists and administrative units within colleges. The Learning Society will be far too extensive for any single agency to fulfill the obligations of a nation to lifelong learning for all its citizens. Thus, sharing, cooperation, and collaboration will become watchwords. This manual, which is a collaborative effort to share practical advice and experiences, represents an appropriate step into the Learning Society.

Harvard Graduate School of Education
Cambridge, Massachusetts
May 1981

Preface

Ronald H. Miller

The idea for this manual emerged from a 1978 meeting of members of The Alliance in Boston. A proposal for the development of the manuscript was submitted to the Ford Foundation in 1979.

Providing Access for Adults to Alternative College Programs is the first of a projected five-volume series by The Alliance on developing and implementing alternative college degree programs for adult learners. Other manuals planned for this series are:

- *Institutional and Staff Structures:* Will outline the steps to take once an institution has discovered the need for nontraditional adult programs and has made the decision either to reorganize its offerings or to institute entirely new ones.
- *Financing Nontraditional Programs:* Will consider all aspects of financing alternative programs for adults. Major sections will deal with financing the academic unit (division or school) and financing new programs or projects to extend or strengthen present offerings, as well as the financial considerations of the students themselves. Will discuss budgeting, soliciting funds, and managing allocations.
- *Procedures and Services in Nontraditional Programs:* Will be concerned with how to establish a favorable climate for the education of adults and initiate effective procedures that will allow students to enter, attend, and success-

fully complete the program. Support services that facilitate this process will be included.

- *Curricular Issues in Nontraditional Programs:* Will explore problematic issues relating to the content and organization of what is to be learned. There are many ways to resolve these issues, and alternative strategies will be elucidated. How to make decisions about curricular design, academic requirements, faculty, and course content will comprise an important portion of the manual.

Through this series of manuals, The Alliance intends to improve existing alternative degree programs and to foster new programs for adults. Its goal is to enhance the Learning Society by providing technical assistance to those who are truly dedicated to serving the learning needs of adults.

Acknowledgments

Creation of this manual was a team effort. It would never have been developed without the support, help, and inspiration of Sister Dorothy Ann Kelly, President of the College of New Rochelle, and Neil Cronin, Dean of the School of New Resources. I would also like to thank Fred E. Crossland and Marion Coolen of the Ford Foundation for their trust and patience.

A review of the initial draft by the authors (with the exception of Kathleen Brouder) and by Frances Dory of the New Careers Program of the Graduate Center of the City University of New York, Yvonne Heyes of the School of New Resources, and Julianne M. Schmidt of the American Institute of Banking (Westchester County chapter) was extremely helpful.

I thank Kathryn A. McDonald for her able assistance in copy editing and Donna M. Pokorny for expert work in

correcting errors and typing the manuscript. Their many hours of labor were invaluable to me.

A special thanks to Carol B. Aslanian, Director of the Office of Adult Learning Services, The College Board, who introduced me to the staff of the School of New Resources of the College of New Rochelle. The experience I gained working with Rexford G. Moon, Jr., Special Assistant to the President, The College Board, proved extraordinarily helpful in bringing this project to completion.

Thomas M. Rocco is thanked for his service as project director. The final acknowledgment goes to the members of The Alliance, who share a mission in developing and strengthening alternative degree programs for adult students.

New York
May 1981

Providing Access for Adults to Alternative College Programs

1
Access to Higher Education for Adults

Thomas Taaffe and Thomas M. Rocco

Many Americans today hold to the venerable belief that it is good for every citizen to have as complete an education as his or her abilities allow. Further, most people trust that our society's public and private resources either possess or can develop the capacity to foster this ideal. Finally, there is general agreement in principle that access to education should be equitable, even if the meaning of "equity" remains vague. When we reflect on these beliefs, particularly the last one, we begin to grasp the context in which the current issue of access to higher education for adults exists. But this issue is only one of a number of signs of the maturity of democratic life in our society; there is also awareness of the need for access to political participation, to work or the means of livelihood, and to housing.

It is important to place the general issue of educational opportunity in this perspective for two reasons: to underscore its roots in the meaning of our democracy, and to remind us that some of the present and future threats to the equality of access in education originate not in the learning network itself but in inequities in employment, housing, political rights, taxation, and other aspects of public life. More than any other kind of society, democracy requires a

citizenry conscious of its rich potential and responsibility, one prepared to do the work required to sustain itself economically and politically. In our time, intense efforts by concerned citizens and some measure of luck have brought about reforms in educational opportunities for minorities, women, the poor, the handicapped, the retarded, the unschooled, and to some extent the misschooled. These reforms, although often traumatic, have had some discernible effect on admissions policies, educational financing, curricular structures, school transportation, school linkages, instructional styles, and faculty training at every level from nursery school through postsecondary education. This ferment of change is also becoming a context for the issue of access for adults to higher educational opportunities.

Surely some of the obstacles to higher education for adults might well be removed with the improvement of prior education. Surely there is some sense that, in the decades immediately ahead, we will have the opportunity to complete the transformation and integration of the present segmentation of schooling into a lifelong educational continuum available to all citizens. Thus, while this manual primarily concerns access for adults to higher education, it quite consciously focuses on just one part of the efforts of our democratic society to create, renew, and sustain itself. The one issue on which we focus is rich in its dimensions and has more the character of a civil right than a social ideal. Unwarranted impediments to higher education inhibit democratic fulfillment.

Access is not a one-dimensional issue. Current obstacles to continuing higher education that many adults face prove the challenge to be complex. Access as we understand it is impeded:

- if the need for higher education by adults goes unrecognized or is ignored;
- if information about existing higher-education programs is poorly articulated for the special needs and situations of adults;

- if the location of programs excludes or discourages adults;
- if the time structure of programs excludes or discourages adults;
- if our knowledge of prior negative experiences common to many adults, or of their concerns about their readiness and legitimacy for college, is ignored;
- if financial support for adult learning opportunities is lacking;
- if personnel trained to deal with the special problems of adults are not available.

Access, however, is not merely an entry issue. We are speaking not simply of getting adults into a program but of realizing a goal—not only admission to higher education but also the accomplishment of learner goals. Thus, access is impeded:

- if support services relevant to the needs of adults are not in place or being developed;
- if the organizational structure and internal support of an institution are not complementary to adults;
- if the quality of the academic program and administrative support is second rate;
- if an institution promises to deliver what its resources and history cannot support;
- if an institution is not honest about the social meaning of the degree.

The concern for access by adults to higher educational opportunities must be voiced in an attempt to remedy our national educational situation so that the promise of a higher education is available to all. It is not enough to take pride in the achievements of higher education in America. It is not enough that some schools and programs for adults exist. These must be in usable form and available on an equitable basis to those adults who want and need them.

It is the purpose of this manual to organize the issue of

access within the context of a pluralistic educational community facing a diversity of needs. Faculty, administrators, staff, and students of higher education institutions will learn from reading this manual how to assess institutional accessibility and how to develop appropriate responses. Each institution must work out its own plan, sensitive to the needs of the adults it can serve.

This manual discusses five aspects of access:

Chapter 2: Campus Planning of Adult Degree Programs. Planning helps an institution identify the strengths and limitations of its resources and determine how to restructure them to meet new learner and community needs. Such adjustments must be made consistent with the institution's character and resources. The adult degree program must be an honest partner in the pursuit of the college's mission if it is to gain and retain the support of the other units of the school and if it is to survive the evaluation of internal and external auditors. The purpose of this discussion is to facilitate the development of institutional support structures for programs that serve adult students.

Chapter 3: Needs Assessment. What adult learner needs and special community needs should an institution address? Access to a college is not an abstraction to the adult who wants to be a student. The college must satisfy real needs with real resources. The localization of energy is a key to the success of any access plan. But the personnel of the institution cannot effectively concentrate their energies to provide access for adults if they are ignorant of the needs of potential learners. This chapter of the manual will help an institution choose or develop needs-assessment procedures and instruments.

Chapter 4: Promotion and Publicity. Development of public relations and promotion strategies is a particularly sensitive area. In today's society, adults are receiving daily hundreds of messages on how to change their lives. Institutions must find adults with needs and interests that can be effectively served by its programs.

Chapter 5: Interinstitutional Linkages. One of the more

common means of providing access for adults to higher education is to locate programs in places more familiar to adults than the college campus. The motive may be simply to provide additional or more effective outreach, or it may be to integrate education with work and community. Colleges that want to address the needs of adults may have to become more integral parts of their communities. The purpose of this chapter is to help an institution assess the potential and limits of interinstitutional linkages as a means of providing access for adult students.

Chapter 6: Resources. No institution should blindly create alternative degree programs for adults. Experiences of similar institutions and results of national studies are just two ways of utilizing existing resources. The chapter on resources provides program planners and administrators with a foundation of knowledge for the development of adult learning programs.

Thomas Taaffe, Campus Director, School of New Resources, College of New Rochelle at District Council 37 (American Federation of State, County, and Municipal Employees), was the originator of the new-resources idea and one of the founders of The Alliance. He has been the director of The Alliance since 1979. He was previously professor of philosophy at the College of New Rochelle. Thomas M. Rocco, general editor of The Alliance manual series and chairman of its grants committee, is also Associate Director of the School of New Resources. He has held several other administrative and academic posts at New Resources and was assistant professor of philosophy at the University of Wisconsin–Eau Claire.

2
Campus Planning of Adult Degree Programs

Lawrence R. Murphy

In planning an alternative college program for adults, it is important first to assess the needs of both the community and the learner. In addition, a college unit must identify the kinds of programs it can offer that best correspond to its capabilities, keeping in mind its stated mission and the exigencies of the marketplace in which it operates. This process is often difficult and inevitably slow, but its importance cannot be overstated. The complexity of the planning stage makes it all the more vital. The creation of an adult degree program can be controversial, has fairly broad consequences for nearly everyone in a college or university community, and requires close cooperation and assistance from a variety of offices and individuals across a campus.

Preliminaries

Looking more specifically at the process of defining an adult education program, we can see four major preliminary steps: (1) look closely at the needs of the learners, who will be a diverse group; (2) examine the mission and the capabilities of the college and recognize what can be changed to accommodate a new program; (3) discuss the

program and its impact on the college as a whole with all of the sectors of the college community; and (4) learn about the market for the program—the buyers and the other sellers. After addressing these four preliminary concepts, a college can then turn its attention to the four major aspects of program development: (1) design and delivery, (2) finance and administration, (3) approval and implementation, and (4) evaluation.

Needs assessment. Unlike many traditional academic programs, successful alternative programs are almost always learner-centered. Rather than focus on the needs and desires of the faculty or administration, they give preeminence to those of potential adult students. In this field, no program that ignores potential client needs can hope to be successful.

On the other hand, no college or university, even the most complex, can hope to meet *all* of its learner and community needs. The smaller the institution and the more limited its resources, the more careful it must be in identifying a particular segment of the population that it can serve. As will be discussed in Chapter 5, it may sometimes be possible for several colleges serving the same geographical area to cooperate in dividing up the populations among themselves. In any case, the first major question that you, as a program planner, must ask yourself is, "Which of the needs that have been identified can most appropriately be met by our institution?"

Mission and capability. An answer can be found in part by examining your college's past and present strengths. Ask yourself what it is that your institution does well or is well known for and whether those attributes can be of value to adult students. For example, if yours is a predominantly women's college that is affiliated with a religious body, a program that aims to meet the educational needs of adult women reentering higher education after years of raising children may be quite appropriate. If your college has a strong technical emphasis, you may want to orient its adult degree program toward employees who require further de-

velopment of technological skills. If your business school is strong, management or administration programs may be most logical. If your institution has traditionally stressed the liberal arts, you will probably want to include that emphasis in your adult program.

Ideally, elements of an alternative adult degree program will be found within existing mission statements. Examine your college's formal "mission statement," which spells out in the broadest sense what the institution sees as its primary goal. The document sometimes appears near the front of the college catalog; other times, it is hidden away in a long-neglected institutional self-study. For example, a school may have chosen to emphasize quality education for exceptionally well-prepared students; it may have aimed its programs at certain kinds of people—say, Catholic men, minorities, student musicians, or residential students. A program developer needs to ask, "In what way can this mission statement be modified to include adults?" For instance, in addition to a college's programs for younger students interested in business management it may be possible to devote some additional resources to developing programs for older persons already in business situations who need to expand their knowledge and expertise. The value of the liberal arts, or the religious or moral values for which many church-related institutions stand, may be just as important—or even more so—to adults as to youngsters.

In some cases, an institution must modify its mission in order to attract adults. A college that has oriented itself exclusively toward students of one sex, for instance, faces obvious difficulties in a world in which coeducation has become increasingly the norm. Similarly, in many areas it would be difficult for a school that serves primarily residential students to attract adults who would live on the campus for extended periods of time. And in a society in which business management and technology programs attract significant numbers of students, institutions whose liberal arts programs contain little or no practical applicability in these areas may face problems in attracting students. A school

whose mission statement has become outdated or whose enrollment is insufficient may need to reorient the statement to correspond to contemporary realities. Needless to say, such a decision usually rests with the president and board of trustees. The process of planning an alternative degree program can nevertheless play an important role in encouraging college leaders to rethink the basic premises upon which the institution operates.

Campus discussions. Equally valuable are discussions with a broad range of administrators, faculty members, and students associated with the college. Many individuals will have good ideas and strong opinions about the kind of alternative program that is appropriate to the institution. These discussions will thus provide program developers with a sense of the campus climate and an indication of how much change or innovation may be possible without creating unnecessary turmoil. Also, the more people involved in initial discussions—providing suggestions and beginning to identify with a new program—the fewer problems the program and its designers will face in securing approval. Giving the campus community a sense of proprietorship toward a program also helps avoid difficulties when an institution, or individuals within it, feels that a program is being forced on them without their approval or participation.

Knowing the market. Preliminary discussions ought to cover what other colleges and universities are doing to meet the needs of adult students. There are hundreds of adult degree programs throughout the United States, and many of these include elements that you could successfully incorporate into your program. You can learn about them by examining the literature in the field, collecting program descriptions, or attending meetings where program directors are present. Such information can suggest potential student groups, methods of instruction, curricular innovations, or financing alternatives, among other things.

Knowledge of what other institutions are doing is also important to avoid needless, perhaps fatal, competition. It would make no sense for an independent, tuition-charging

institution to develop a program identical to one already being offered by a low-cost public institution nearby. What it should seek are alternative, unique program features sufficiently attractive to motivate students to pay the added cost to take advantage of them. Similarly, if neighboring institutions have programs that focus on the needs of reentry women, offer courses via television, or operate a weekend college, your institution may want to consider other alternatives.

Program Design and Delivery

Whatever the nature of the planning process, several important areas of concern must be addressed. The way in which these components fit together will determine the viability of the program that emerges. First, whom is your program designed to serve? Be as specific as possible. Simply saying "older, working students" is not precise enough. Is the program more appropriate for men than for women, for example; is it designed for younger workers or more mature ones or for retired persons? Will you make special efforts to serve the handicapped, the unemployed, single parents? Are you expecting to serve recently discharged veterans, middle-aged homemakers, union members, employees of certain firms, or aspiring small-business owners? Keep in mind that no college can hope to serve all these groups. The clearer you are about whom the program is expected to serve, the more able you will be to design a curriculum that meets their needs. Moreover, it would be well, even before the remainder of the topics below are discussed, to include representatives of your "target" group or groups on your planning committee.

A final and perhaps the most important element in designing a college program is the data collected by assessing the needs of the people it expects to attract. By following procedures described in Chapter 3, you should have a fairly accurate idea of what kinds of subject-matter preferences,

scheduling needs, cost considerations, and demographic information you will require for program planning. No single program or institution can expect to satisfy everyone, but one that focuses thought and activity on areas of greatest need will have the best chance of success.

Design and delivery

Armed with evidence collected in a needs survey, a thorough understanding of the school's mission, and a full awareness of what other institutions are doing both locally and elsewhere, you are now ready to begin making strategic decisions about the kind of alternative program you wish to develop. Several techniques may be useful.

A brainstorming session. This method allows a cross-section of people to exchange ideas and reach conclusions about a program design. At some institutions, a retreat, held away from the campus over several days, may be an accepted way of generating ideas. The setting should be informal, allowing participants to express their ideas as freely as possible. Let questions be raised and suggestions challenged. Ideally, opinions will begin to gel and a consensus will emerge, or, at the very least, participants will become aware of the choices open to the institution.

A formal committee. This body of college representatives can consider alternatives and present a formal recommendation. In many schools with more structured governing procedures, faculty or joint faculty-administration committees or task forces make suggestions about the program. Such an "alternative degree program task force" can be valuable in that it becomes the main proponent of whatever program is recommended, alleviating an administrator of that responsibility and easing the process of approval. However, the danger of such a group is that it may not be as sensitive to the needs of students and the community as it is to those of the school or faculty and may create a program that strays

too far from what is required and what can, therefore, be successfully marketed in the community.

An individual. One person may be chosen to design a program. This is most likely to be the case where few, if any, members of the campus community have experience or interest in adult education: a new person, identified as an "expert," is then brought in to develop the program. On the one hand, such a person may be more sensitive to student needs and knowledgeable about other successful program models and thus able to design a program with a high likelihood of success. On the other hand, the "expert" may lack a power base within the institution and be unaware of important campus traditions.

Ideally, all three of these methods are used in combination. Start with an informal brainstorming session at which everyone can suggest alternatives and argue the advantages of one program type or another. A campus committee might then be created to suggest the major elements of a program. Finally, it can be guided by a single individual who has sufficient knowledge and experience to ensure that the ultimate proposal is reasonable and meets student needs.

Delivery systems

How, when, and where will educational programs be provided? There are many "alternative" as well as traditional delivery systems that provide course work for adult students, among which the following have been widely used across the United States.

Weekend colleges. Classes are scheduled from Friday evening through Sunday evening. Sometimes, if an institution has vacant dormitory rooms, these are available for people who must travel a considerable distance to the campus. Attendance every two to four weekends is sufficient for adults to make fairly rapid progress.

Evening or extension classes. The traditional "night school," whether on or off campus, schedules courses one or two evenings a week. Where students live far from the campus, especially where the campus is situated at some distance from a large population area, courses may be offered more conveniently by having faculty members drive (or even fly) to those locations. Recent alternatives include "compressed" schedules substituting class time for added home study and scheduling classes at a large industrial facility immediately following the end of a work shift.

Radio and television delivery. Media can provide educational programs to students in their own homes, as the British Open University and recent American adaptations by the University of Maryland and others have demonstrated. Courses are sometimes broadcast on regular, open channels; at other times, it may be possible to use cable television, closed-circuit systems, or side-band radio frequencies to reach more limited audiences. High production costs and the need for substantial audiences limit the use of radio and television largely to community colleges and other comprehensive public institutions, but schools with access to radio or television stations or those that can cooperate with other schools or stations may find this a viable possibility.

Home, correspondence, or independent study. Many courses can be packaged in such a way that students can complete the required learning at home, with only occasional direct contact with the instructor. Ever since the special needs of World War II encouraged their development, correspondence courses have been offered by a wide variety of institutions. Recently, the use of audio and video components, sequences of courses leading to degrees, and instructor contact through occasional meetings, letters, or telephone calls has enhanced the usefulness of these courses for adult students.

Individualized or tutorial study. For many students, intense work with a single teacher is an ideal method of study; and resource people in a community can sometimes provide

learning opportunities not available on a campus. Campus advisement and mentoring remains important, although much of the instruction occurs in informal settings, off campus, without the presence of a university instructor.

The foregoing list has identified only the most popular delivery systems and is limited to those that provide actual instruction. Another type, exemplified by the Regents External Degree Program in New York and Thomas A. Edison College in New Jersey, does not offer instructional programs but measures or assesses what learning adults have acquired elsewhere and awards degrees based on demonstrated competency.

Curricular areas and requirements

What curricular areas will the alternative adult degree program include? Ideally, an institution should make all of its programs available to adult students, especially those for which the need appears to be most acute. But this will certainly not be practical and may not be desirable, since it will stretch a college's resources too far in too short a time. Institutional pressures will likely encourage the use of programs that are in the least demand, while community pressures will suggest those that are already under heavy pressure from traditional students—business, engineering, and nursing, for example. Unless the alternative degree program operates largely outside the rest of the college (see the section on administration below), it may be necessary to make compromises and work with those segments of the college that are the most interested and willing to cooperate.

Modify existing programs. There are three clear alternatives in identifying potential curricular areas: the first is modification of the programs that already exist to suit the needs of adult students. This can be done simply by rescheduling daytime classes to the evening or weekend; more complicated and expensive would be filming the curricular program for television or taping it for radio. Modifications

involve few academic changes, but they may be insufficient to meet adult needs and may also give rise to problems in sequencing and scheduling.

Develop a new curriculum. A second possibility is the development of an entirely new curriculum especially suited for adult students. As Cyril Houle, Alan B. Knox, and Malcolm Knowles have all recently pointed out in considerable detail,[1] the learning styles of adults differ sufficiently from those of younger individuals that new instructional techniques and approaches are required if they are to be adequately served. Moreover, new curricula should take into account the backgrounds adults bring to the program, including their practical, personal, and vocational needs. While such a program will probably be more appealing to adult audiences, it is probably more expensive to put it together and more difficult to get it approved and underway. Generally, however, this is a preferable direction for schools that can receive substantial program development money from institutional or grant sources.

Allow student flexibility. A third alternative has gained acceptance in a number of public and private universities across the country; this is to allow each student to design a program that meets his or her own needs. Such a program requires considerable student advising and adequate quality control, but it makes it possible for people with different interests and backgrounds to enroll in the same courses and is much simpler and quicker to introduce than a modified curriculum. Some academics will complain that it allows too much freedom to students, and some adults accustomed to traditional "majors" will be uncomfortable in such an open situation.

Curricular requirements. An important curricular question that every institution must confront is the extent to which adults in an alternative degree program must complete traditional general education or liberal arts requirements. In addition to course work in an area of specialization, nearly every college asks students to broaden themselves by taking courses in such fields as communications, the humanities,

social sciences, mathematics, and natural science. Some people argue that such requirements are irrelevant to mature adults; others believe that, above all, adults need the breadth and sophistication that comes from work in the liberal arts. In a school in which every student must complete certain general requirements, it may be extremely difficult to persuade faculty and administrators that adults should be exempted. On the other hand, many potential adult students will not want to take courses that they may consider unrelated to their academic and professional goals. No easy solution to this dilemma is possible, for the decision depends on each institution's commitment to general education, the responsiveness of faculty and administration to pleas for change, and, obviously, the "political situation" on campus.

Graduation requirements. A related issue centers on developing graduation requirements and determining the means through which they may be completed. For many adults, the ultimate reason for participating in higher education is to acquire a degree, the "union card" for advancement in many professions. The first question nearly every adult considering your program will ask is, "What must I do to graduate?" In a school in which á single norm exists across the campus, the alternative program will probably abide by the same standard. If everyone else must complete a hundred and twenty-four semester hours of work, that may be a reasonable number for adults as well; and requirements related to "residency," "upper division," or "distribution" may also be similar. In other cases, however, it may be argued that the requirements for adults ought to be lower than or different from those of other students. Some colleges have chosen to drop a "credit-hour–based" system and instead base graduation requirements on the development of some number of predetermined competencies. While the appeal of this approach is obvious, it makes it more difficult to secure approval from faculty and potential students accustomed to the traditional credit system.

Credit policies. A final question concerns the way in which

requirements may be met. Many students will come into an alternative degree program rich in formal and informal education from other colleges, individual study, on-the-job training, and other sources. May students transfer credit from other institutions? If so, how much, how long ago can it have been earned, and what are the types of courses for which it can be transferred? Finding answers may require discussion with the admissions or registrar's staff, who may or may not be familiar or sensitive to the special needs of adults. Where existing policies seem inadequate or unfair, modifications may be necessary. Other questions involve the use of national proficiency examinations (CLEP and PEP, for example), or courses offered by the military or noncollegiate organizations that have been evaluated by the American Council on Education. A popular feature of many adult degree programs offers students the opportunity to develop what are often called "experiential learning portfolios," in which they present evidence that they have acquired college-level knowledge and/or skills through individual study, job training programs, work experience, volunteer or homemaking activities, or travel. The Council for the Advancement of Experiential Learning (CAEL) has developed guidelines, handbooks, and training programs for colleges interested in including such provisions in their new programs.

Program Finance and Administration

How will your program be financed? This important question can be discussed from several perspectives. Any program will require an initial budget to pay for administrative, recruiting, and instructional costs. How much is needed and where the money will come from depend largely on the college's budgetary procedures, the size and scope of the proposed program, and the extent to which its establishment and success have priority within the institution. Many alternative degree programs are charged with

proving themselves first and obtaining money later; in a few cases, fairly substantial budgets have been made available for designing them and getting them off the ground. In public institutions, in which approval by a variety of administrators, boards, and elected officials may be necessary, long delays may occur in securing funds to start new programs. It is imperative that you, as a program developer, find out what is required in your school and present the strongest, most thoroughly conceived case possible. Undertaking the planning tasks discussed in this and the next chapter will, however, make whatever procedures are required somewhat easier.

The process of interphasing the adult program budget with the finance office at the college is always necessary. Not only must administrators concern themselves with establishing tuition levels and assisting students with financial aid, but they must also build a sound and rational program budgeting system. Someone is bound to ask, "What is this program costing?" or, more likely, "Does this program make any money?" Decisions must be made about salary levels for faculty members, counselors, and administrators. There should be a rational relation between program costs and income levels. No system will apply to every college and university, each of which has its own, ranging from entirely credit-hour–based formulas to those that are far more complex and subjective. Developers of new programs should examine the comprehensive work of the National Association of College and University Business Officers (NACUBO), which has developed models for budgeting nontraditional educational programs from studies of a variety of program types.[2] Each model identifies the costs associated with admitting, advising, teaching, and administering programs and relates each to the costs and number of students who have enrolled.

An important budgetary subquestion relates to student charges. In some institutions, these are fixed and inflexible, normally based on so many dollars per unit of course work. In other cases, tuition may vary according to program cost,

size, or demand. It is possible to argue that because adult students do not use as many campus facilities or services as younger individuals, they should receive a reduced tuition rate. This is, however, a difficult argument to win and one that is likely to meet considerable on-campus opposition. Especially in independent colleges, in which tuition charges are normally substantial, the program must either be competitive with others or offer features that are so attractive that tuition differences can be overlooked. Moreover, any program must be designed so that students can receive as much financial aid assistance as possible. Regulations regarding "seat time," "uniform tuition," or attendance that prevent students taking certain highly innovative programs from receiving financial assistance should be reevaluated if they deprive participants of financial assistance they may need in order to enroll.

How will the program be administered? Many colleges and universities have chosen to establish a largely separate and distinct continuing education or adult-oriented unit. It probably has its own dean or director, publishes its own promotional literature, conducts its own recruitment and admissions program, keeps academic records of its students, hires its own faculty, and even conducts its own graduation. The principal advantage of this arrangement is that it is more quickly and easily established and facilitates development of innovative features that appeal particularly to adult students. Those who manage and teach in the program will generally be sympathetic to its goals and methods. On the other hand, a distinct adult program may suffer from too narrow a base within the institution and find that it is difficult to obtain help and cooperation from other segments of the college. In cases of financial or administrative problems, a program that is essentially self-contained may be more easily modified or even closed, while duplicating student services and instructional programs may be expensive.

Another option is to integrate the adult-oriented program into the existing administrative framework of the college or

university. The offices, departments, or colleges of an institution of higher education should be able to develop the sensitivity and flexibility necessary for dealing with adult students. The problem, of course, is that such institutions and individuals are often reluctant to change. The cooperation of a large number of people, some of whom may have serious reservations about the program and may do whatever they can to impede its success, is required. Once established, however, an integrated program will probably be stronger, less vulnerable, and better able to draw assistance from the remainder of the school.

What seems to have happened in a great many situations is that a program has usually been established outside the structure of the university in its own "alternative" college or office. As it becomes more accepted, it moves into the mainstream of the college and its functions become more integrated. However, this may take a number of years to accomplish and, in some institutions, it never occurs.

From the long list of questions and considerations presented above, it becomes evident just how difficult it can be for a school of higher education to design a program to attract adult students. The process never takes place quickly or painlessly. It is simply not possible for a school to decide on one day that it wants to have adults in its student body and announce a program on the next. Especially where major curricular or delivery innovations are to be introduced, considerable time may be needed to work out all the details. Experience in a great number of institutions, however, suggests that planning time is well spent and that the clearest formula for failure is a program introduced without careful forethought.

Deliberation over these questions and others that pertain to particular institutions should result in a planning document that describes the program in as much detail as possible, including the students it will serve, as well as potential delivery systems, curricular areas, graduation requirements, methods of accumulating credit, and financing and administrative structures.

Program Approval and Implementation

Designing a program is often less difficult than obtaining the necessary approval to put it into operation. Every program developer or administrator will become frustrated at how slowly even the simplest and most cooperative academic approval system operates. Except in those few colleges where instructional programs can be created by administrative fiat, faculty and administrative committees will inevitably need to review the program proposal to make certain that it upholds, or even enhances, the standards of the school. And programs that significantly affect the institution's mission, operate at a distance from the campus, or introduce instructional or curricular innovation will receive closer and more critical review than will more conventional educational activities. There will be questions, objections, and delays before final approval is forthcoming. Where features of a program are unacceptable to those with the authority to grant approval, modifications based on compromise may be necessary. In complex public institutions in which several levels of approval may be required, the time allotted from program design to implementation should perhaps be extended.

These delays, though frustrating, are beneficial in the long run. Responding to perceptive questions demands that you pay attention to aspects of a program that may not have received sufficient study. Many of those who review a program and grant their approval will become its supporters and will themselves develop a stake in its success; you can expect their support as the program comes into operation. In short, this tedious process of deliberation may, from a distant perspective, be a desirable one.

Even after a program has won approval and an operational budget, personnel and promotional work consumes considerable additional time. Unless someone has already been brought to the campus to develop the program, employment of a director and, depending on anticipated size, support personnel will have to be considered. Most pro-

grams start small; administrators want to see evidence of success before providing additional staff. Frequently, a single individual does much of the work of launching a new program. Except in cases where existing faculty can be rescheduled to adult courses, instructors will have to be identified and recruited. Similarly, developing and distributing promotional literature (discussed in Chapter 4) take time and effort. The delays that occur while students complete application forms, obtain letters of recommendation (if required), and obtain transcripts mean that the process of program planning is slow. Even the hardest-working administrator in the most efficient and cooperative institution is not likely to accomplish the planning work in less than a year. A school would be foolish to decide to develop and put into operation a program more quickly than that.

Interphasing with college offices. Except in those rare cases in which your program is entirely autonomous, adult students will have to be served by a great variety of people within any institution. Therefore, a vital task related to program development is securing the cooperation of other offices and sections of the college: their early involvement in decision making will help you avoid personal antagonism and minor problems. Education may be needed, especially where office administrators have little experience or knowledge about the special situations faced by adult students or the unique characteristics inherent in adult-oriented degree programs. Not everyone in the college will be equally enthusiastic about gearing the school toward adult students, and some may become obstacles to program implementation. You may need to come up with either creative solutions or administrative action in order to proceed.

The admissions office is perhaps the most important cooperating office, since it is the first with which each student will have to deal. No matter how good a program is, students must first be able to enroll in it. Every university has its own entrenched admissions bureaucracy, replete with rules, regulations, forms, and procedures. In many

cases, the process was established with recent high school graduates in mind and may work against adult or part-time students. Moreover, admissions officers are accustomed to recruiting in high schools or junior colleges, and their forms are designed to be completed by eighteen-year-olds with little or no work experience.

Gaining the cooperation of the admissions office is often difficult. Effort must be devoted to identifying the unique admissions problems facing adults and establishing procedures that will facilitate, not impede, access to higher education. For example, does a high school transcript have any meaning when a person has been out of school for many years? Is it really necessary to have an adult sit for the same standardized admissions examination as a younger student? Might a narrative questionnaire completed by an enrolling student tell you more about his or her potential for completing a highly demanding academic program than quantitative data from earlier, perhaps unsuccessful, educational experiences? To what extent can a student be forgiven for earlier poor grades? Is something akin to "open admissions" appropriate for adults? It would be naïve to anticipate consistently enthusiastic response to these questions, many of which strike at the heart of the admissions process, especially in selective institutions, yet they need to be raised and discussed as a part of the program development process. Compromises that help meet the special circumstances of potential students while ensuring maintenance of institutional quality can and should be reached.

Other questions are more practical. Is the college's admissions application suited for adults or does it need revision? Will applications be submitted directly to the admissions office or should they be filtered through the new program office? Must students have submitted all their past transcripts before study can begin? How much influence will the adult program director have in determining who can be admitted? In each of these cases, tensions between the need to respond positively to adults and the desire for

institutional consistency may develop, but in most situations some kind of workable compromise should be possible.

Program orientation. Once admitted, students will proceed through some kind of entry process. Program planners should be reminded that returning adult students will typically be apprehensive about their own ability to succeed in an educational endeavor and will possess relatively little knowledge about either higher education in general or their institution in particular. The program orientation should assist students in both areas by helping them acquire skills and information about the program and the school. Orientation material is sometimes in written form, included in a detailed handbook sent to students when they are accepted into the program. Such a handbook becomes especially important for students who live at a distance from the campus or who are in other situations where day-to-day contact with the college's offices and personnel is difficult. Putting such a comprehensive document together is no easy task, because colleges and universities have so many offices, rules, and regulations and because it cannot be assumed that adult students know very much about the terminology or procedures of higher education. (You may need, for example, a listing of terms and phrases with which many students are likely to be unfamiliar.) As an alternative, or in conjunction with a handbook, students may participate in an extended personal orientation program either on campus or at the location where instruction is to be offered. This orientation should cover the program and how it works, as well as the services provided by the college, and familiarize new enrollees with administration, with faculty, and especially with their fellow students. Many programs have found that the assistance a college can provide its students is less important than the help that properly motivated and oriented students can give to each other.

Whatever the method of presentation, the orientation program needs to be carefully thought out in advance. The question to be answered is this: what would a person with

little experience in higher education need to know in order to be successful? Plans should also be made for continuous, follow-up information, either through a newsletter or through regular meetings at which students can receive added information about the program and college.

Counseling. If there is any one area to which many programs devote inadequate attention and resources, it is student counseling. Someone either in the program office or in the other divisions of the college will need to be available at convenient times and locations to help students develop academic plans that meet their needs and help them complete the college's graduation requirements. This becomes especially difficult in programs that operate far from the main campus, employ part-time "adjunct" faculty, or are administratively distinct. In some cases, telephone counseling has worked successfully; in others, counselors are available during evening or weekend hours. In still other circumstances, instructors arrive early or remain after class to work with students. Precise decisions about who will provide counseling and when and where it will take place need to be made as part of the program planning process.

Student services. There should be provision for other student services. In some instances, especially those in which students live far from the campus, it may be impossible to establish libraries and placement offices or offer the services of a bookstore. Students, therefore, need to be made aware of what community services are available and how they can secure access to them. Where programs are more campus-based or where substantial off-campus learning centers for adults are being established, it is important that schedules be changed and office administrators be sensitized to the special needs of adult part-time students. For example, for a career counselor to discuss job opportunities with an eighteen-year-old seeking a first position is very different from talking with a fifty-year-old widow reentering the work force after years of family life. In programs that devote adequate attention to providing student services, retention levels are higher and students are more satisfied with

their education, a fact that suggests the importance of this relatively neglected aspect of alternative program development.

Curriculum and faculty preparation. Once the general outlines of a program have been set, it is necessary to work toward specifics. Who will teach what course at what hours in what locations? Are the textbooks used for younger students appropriate for adults? How will sequences of courses be scheduled? Will prerequisites be waived for adults?

The administrator of an adult degree program cannot assume that these questions will always be raised or adequately answered by the academic departments and faculty members offering courses. Considerable effort may be needed in working with professors or departments to prepare them to teach adults. Generally, few faculty members have much experience with adult or part-time students. Adult learning styles, which are discussed elsewhere in this manual, differ from those of younger students. Adult classroom demeanor is likely to be different, and the special problems resulting from job responsibilities, family obligations, finances, or personal circumstances may pose unique problems for faculty members. Moreover, instructors who are used to dealing with students many years younger than they are may feel uncomfortable with a classroom of older people. Ideally, there should be a faculty development program for full-time, special, or part-time faculty who are to teach the alternative courses. This may not always be possible, however, and adaptation will seldom occur as quickly as a program director would like. Most faculty members will probably not fully recognize the need to modify their courses or instructional techniques until after they have faced their first classes.

Evaluation and Outcomes

Even before a program gets underway, the program planning process should include provisions for measuring its

accomplishments. Are students learning what is expected of them? Or, put another way, is the program accomplishing what it is designed to do? This is no easy task, although it is made easier if program objectives have been clearly spelled out from the beginning. And it may include a variety of assessment instruments, including teacher-prepared examinations, standardized tests, oral interviews, and student questionnaires. The program administration should inaugurate a systematic use of instruments at the outset. In this way, it can make longitudinal comparisons and introduce changes as they appear necessary.

Schools that routinely evaluate students to measure their educational progress can modify the same procedures for use among adults enrolled in an alternative program. If this is not the case, as is too often found, the development of instruments and procedures may be more difficult, costly, and time-consuming. Critics will inevitably raise questions about the results of these programs; only the possession of better information than is generally required of more traditional programs will satisfy them.

Finally, the administration should develop procedures for on-going program evaluation even before enrolling the first student. Although evaluation may seem threatening, it can be of great help in improving the effectiveness of the program. If it was designed to attract a certain audience, for example, it is important to measure the extent to which this is indeed the population being served. Are the curriculum areas and delivery systems being used the ones students need and want? If great numbers of students ask about programs but fail to enroll, changes may be required. How well do student services meet needs? How good are the professors and classes? At least three levels of evaluation should be incorporated into every program: (1) routine demographic and program-preference information from every enrolling student, (2) individual evaluations of courses, and (3) regular evaluations of program effectiveness. In each of these cases, the results of the evaluation can suggest pro-

gram modifications, as well as provide responses to queries about the program from potential students, administrators, or extrainstitutional groups with which the program may be cooperating.

It is tempting to downplay program planning in favor of more rapid implementation. "Let's stop talking and begin enrolling students" is a call often heard on campuses where adult programs are being discussed. Yet, as this chapter has pointed out, a great many decisions of major importance, not only to potential students but also to institutions of higher education, must be made before literature can be prepared or students recruited. Though complex and protracted, the planning process provides a sound basis for cooperative linkages with other institutions, as well as for promotion and publicity.

Program modification. The procedures outlined above are generally geared toward the *initiation* of an adult-oriented program. Parallel activities, however, are needed to evaluate, modify (where necessary), and add to programs already in existence. Continuous program evaluation will demonstrate where changes in design or operating procedures are required; changes in a community, in the institution's service area, or in the needs of program applicants may also suggest ways either to develop a new program or modify an old one. Many colleges and universities that at first initiate an undergraduate program may move into graduate work. It may be possible to lessen the amount of on-campus residence required as faculty members become more comfortable; new technological developments may also be added to a program. Such focused activities as women's reentry assistance, telephone counseling services, courses by radio, and so forth may well augment more generalized efforts. It may be tempting, especially where a program has been successful, to neglect continued development, yet nearly any adult-oriented program can be improved for the benefit of both the school that offers it and the students it serves.

Notes

1. Cyril O. Houle, *The Design of Education* (San Francisco: Jossey-Bass, 1972); Alan B. Knox, *Adult Development and Learning* (San Francisco: Jossey-Bass, 1977); Malcolm S. Knowles, *The Modern Practice of Adult Education* (Chicago: Association Press, 1970).

2. National Association of College and University Business Officers, *A Study of a Simulation Modeling Approach to Planning for Nontraditional Education Programs* (Washington, D.C.: NACUBO, 1976).

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Lawrence R. Murphy is Director of the Institute for Personal and Career Development, Central Michigan University's nationwide off-campus degree program. He has previously served as Dean of Continuing Education and Summer Sessions at the University of the Pacific, Stockton, California, and Director of Non-Traditional Programs and Coordinator of the Board of Governors program at Western Illinois University. His interests and publications have centered on the development and the valuation of adult-oriented undergraduate degree programs.

3
Needs Assessment

Ronald H. Miller

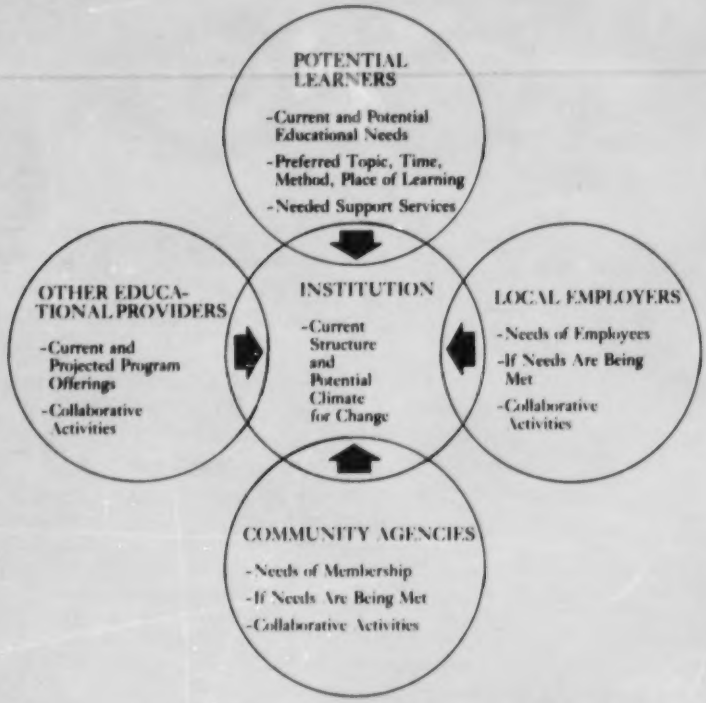
Planning for access links potential learners, programs, and places. A systematic procedure for ascertaining community and student needs will allow a college to convert requests for learning into new opportunities.

The process of identifying, understanding, and responding to educational requirements of potential and existing learners,[1] needs assessment (for providers of postsecondary education) is reflected in decisions about:

- setting goals and objectives;
- continuing programs and services;
- developing new programs and services;
- attracting and allocating financial resources;
- identifying, recruiting, selecting, and assigning personnel;
- scheduling and using facilities;
- determining what to offer, to whom, how, when, where, and at what cost;
- evaluating and rewarding performance.

Needs assessment is an ongoing activity with no definite starting or ending point. It is essentially a communication process involving parties inside and outside an institution. Figure 1 illustrates the concept of communication. A col-

Figure 1
The Needs Assessment Process



Source: Future Directions for a Learning Society, The College Board, 1979

lege develops information about potential learners, other education providers, local employers, and community agencies. These data allow the institution:

- to analyze how its goals relate to the needs of students, supporters, and the community;
- to provide direction in allocating scarce resources;
- to guide the management in use of its facilities;

- to provide guidance for the identification, recruitment, selection, and assignment of personnel;
- to increase the size of the student body;
- to forecast demographic patterns;
- to determine the potential for collaborative efforts with other education providers, community organizations, and employers;
- to guide program developers in the choices among curricular alternatives;
- to determine the special support services of certain target groups;
- to identify areas for research and development;
- to increase validity, reliability, and accountability in long-range planning.
- to aid in the preparation of planning documents and requests for proposals.[2]

The purposes of needs assessment have been classified in different ways. Pennington[3] describes three: (1) analyzing clientele—characteristics of participants compared with those of the general population that could be served; (2) identifying topics—areas of demand for educational programming; and (3) specifying areas of need—discrepancies between current and desired circumstances.

Cross,[4] also, describes three general purposes, each of which relates to a type of organization or individual: (1) providers of educational services are interested in what their market (the adult population) wants; (2) public agencies are interested in whether all segments of the population have equal access to educational programs; and (3) researchers are interested in furthering knowledge about the attitudes and interests of adult students.

Recent History of Needs Assessment

National studies dominated practitioners' interest in needs assessment of adult learners until the early 1970s, when

state and local studies began to appear. Johnstone and Rivera[5] had conducted the classic survey of adult learning needs and participant characteristics in the early 1960s. In 1969, the National Center for Education Statistics established, in conjunction with the Bureau of the Census, a triennial national survey of adult education participation. In 1972, the Commission on Non-Traditional Study conducted a national survey indicating interests of existing and "would-be learners," with information on barriers facing the latter groups.[6] Nolfi and Nelson[7] produced the first statewide examination of postsecondary continuing education for adult learners. New York State became particularly active and conducted regional studies at both the secondary- and postsecondary-education levels in the mid-1970s.

Research on self-directed learning activities of adults also was circulated during this time. Much of this research has been based on the pioneering efforts of Allen Tough[8,9] in Canada and Patrick Penland[10] in the United States.

These studies reveal major obstacles to adult participation in learning programs. The challenge now appears to be the search for program components that will meet the needs of identified target groups.[11]

Types of Needs Assessment

Segal and Sell,[12] Nowlen,[13] and Pennington[14] suggest types of needs assessment. Table 1 shows six models and the problems associated with the use of each one.

With respect to a postsecondary institution, there are three types of assessment: learner-oriented, community-oriented, and provider-oriented.[15] From the perspective of the provider, assessment of learners includes former learners not currently served, present learners, and potential learners comprised of all three categories. Community-oriented needs assessment refers to three concepts of community: geographic location, interests of its members, and personal traits of its members. All three factors of a com-

Table 1
NEEDS ASSESSMENT MODELS

Model	*Description*	*Examples*	*Problems*
Self-fulfillment	Random appeal—discovering needs of large segment of population. Selective appeal—needs of an identifiable subgroup of population, for example, blue-collar workers.	Offering educational programs and tracking characteristics of adults in the programs.	Lack of precision measurement; planner and institutional bias in analyzing adults; tendency to create or maintain a market rather than focusing on learner needs.
Individual appraisals	Collaboratively—others assist learner in determining needs. Noncollaboratively—learners assess own needs.	Course or program evaluation forms to current learners asking interests and needs of learners. Survey of potential learners asking interests and needs.	Lack of vision by learner in identifying and understanding essential needs; bias of measurement instruments; dependence on individual initiative for specification and follow-up.

(*continued*)

Table 1 (*continued*)
NEEDS ASSESSMENT MODELS

Model	*Description*	*Examples*	*Problems*
System discrepancy	Identifies gaps between what is and what ought to be for a set of people. This can be done from the viewpoint of remedial or general improvement.	Classification of performance problems into identifiable parts, such as skills discrepancies and motivation/incentive discrepancies.	Lack of acceptance of needs assessment findings by managers; threats to managers' security; lack of data base for cost-benefit studies.[17]
Diagnostic	Views need as something whose absence or deficiency proves harmful.	Examines adults who are deprived of a resource and projects what would happen if they had the resource.	Performance deficit needs statements give no intrinsic guidance to what treatment is needed; treatment needs, which are broadly described, are poorly related to feasible actions.
Analytic	Given information about status of a person or a program, defines a direction for program improvement. Requires informed judgment and systematic problem solving.	Assessing educational needs of patients with diabetes by identifying variable relevant to needs that might predict outcomes; through a review of literature; conducting	Finding skilled problem solvers and the difficulty in moving from abstract to real learning needs.

		structured interviews with all groups who may be affected; sending a questionnaire to a wide range of health professionals; refinement of instruments; psychometric analyses for factor structure, reliability, and validity, pilot testing of instrument.	
Democratic	Interactive and collaborative efforts to specify needs using nomination and voting techniques.	A delphi study of adult learning goals in the last twenty years of the century.	Required consensus might discourage the handling of major issues; waiting for majority approval may impede progress in reducing dissonance.

Source: Derived from Pennington, F.C., "Needs Assessment: Concepts, Models, and Characteristics." In F. C. Pennington (ed.), *New Directions for Continuing Education: Assessing Educational Needs of Adults*, No. 7. San Francisco: Jossey-Bass, 1980.

munity can provide a context for assessing the supply and demand for learning opportunities. Provider-oriented needs assessment refers to a person, group, or organization that offers learning activities. Components include the agency's mission, role, and scope; organizational constraints; and resources.

Components of a Major Needs Assessment Study

Although needs assessment should be thought of as a process, there are times when studies need to be initiated. Barbulesco[18] has identified sixteen components of a major needs assessment study.

The decision to conduct the survey is the first step—and an important one, because once a commitment is made to gather information for an assessment, several other data analysis steps may have to be taken: the classification of data into need areas, establishment of the nature and extent of needs, appraisal of the feasibility of meeting particular needs, and validation of needs by taking into account varying perspectives. These steps take time, energy, and money.

The second step is *finding a coordinator* for the needs assessment. This will be either a person or a group with staff, community administration, and client representation.

Third is *clarifying the purposes* of the needs assessment. Segal and Sell[19] discovered ten categories:

- identifying problems for purposes of research, planning, and solution;
- planning and developing activities, including writing proposals for new projects;
- fostering support and involvement among public and special groups;
- setting and prioritizing institutional goals;
- assessing the perceptions and image of the institution;

- increasing the size of the student body;
- justifying existing programs;
- evaluating performance;
- developing a data base;
- satisfying a mandate from another jurisdiction, such as a funding source.

Obviously, the outcomes and uses of needs assessment activities will differ based upon the combination of purposes.

The fourth step is *defining the scope* of the needs assessment. Quite different activities would be required to answer the questions "should we continue to offer Beginning Spanish courses in the evening" and "is there a market for an external-degree program at our school?" The definition step entails management of process (in terms of time, tasks, resources, and talent) and the planning of cost estimates and time-lines.

The fifth step is *determining obstacles and constraints.* If the purpose of the study is to show the need for a new adult degree program and the sponsoring institution is publicly controlled, it is important to determine which constituencies must be won over to gain program approval. And state legislative procedures for program approval may well dictate the specific activities a college will conduct.

As a follow-up step, it is necessary to *inform the community* and involve it in the institution's needs assessment efforts, a process that will lead to greater support and cooperation.

The seventh activity is *identifying areas in which possible needs may exist.* This can often be done by speaking with community leaders and reading back issues of local newspapers.

Eighth is *identifying and selecting appropriate needs assessment techniques.* Segal and Sell[20] suggest five: surveys, polls, and marketing research; intelligence-gathering activities; hearings; delphi studies; and trend projections. They propose five criteria for selecting a method:

- It should involve broad participation.
- It should be comprehensive, cyclical, and repeating.
- It should have been extensively field-tested.
- It should be easily replicable, with adequate supporting manuals, and need minimal technical assistance to carry out.
- It should require minimal and reasonable cost.

Setting criteria for measuring need is the ninth step. It is necessary to establish standards against which current knowledge, skills, and attitudes can be measured. Often, these standards will be determined by a group of people. An example would be reading-comprehension level on a standardized instrument. One would want to know how many people read below a standard (for example, eighth grade), since they would be the target population for a remedial reading program.

Finally, *summarizing the data gathered* is crucial. Frequently, this involves the use of electronic data processing techniques.

Now comes the nut of the assessment project: the interpretation of data and the identification of needs. Careful thought should be given to this topic in conjunction with the choice of techniques for needs assessment.

Following analysis of the data, the rank ordering of identified needs should occur. An examination of institutional purposes and resources, combined with the findings of the needs assessment, produces short- and long-range planning activities.

An important step is the monitoring and evaluation of the assessment, that is, has it accomplished your objectives? Safman[21] illustrates how this evaluation might be done—through an impact study one year after the original assessment activities.

Findings from the assessment must be disseminated to relevant parties in a form useful to them. Thus, prior to the establishment of the needs assessment study, one must

know the perceptions and concerns of the important decision makers.

Lastly, an institution will act on its results by implementing new course offerings, course alterations, and other adjustments.

Table 2 contains a checklist of criteria for a major needs assessment study.

Errors to Avoid

There are four errors to avoid in the use of needs assessment techniques: relativity, interpretation, lumping, and "the small picture."[22]

Choice and selection of statistics in reporting needs assessment data are important to avoid the error of relativity. Suppose your institution had just surveyed potential adult learners in the service area and collected the age of each respondent. In the study, 8 percent of potential learners were forty to fifty years old. Without additional information, the proportion of forty- to fifty-year-old potential students might lead institutional decision makers to exclude the group from recruitment efforts. However, when the fact that 25,000 people in the service area are forty to fifty years old is uncovered, a plan is prepared to market programs to that population. Additional information beyond direct survey data often is required to avoid the error of relativity.

Perhaps the most frequent problem in needs assessment studies is the misinterpretation of findings. For example, cost of programs is a datum that requires careful evaluation. Adults often will cite cost as a barrier to learning. However, needs assessment information usually does not indicate an adult's knowledge of the costs involved, nor is the potential learner's ability and willingness to pay elucidated. Without further questions in the assessment study on these matters, the barrier of cost cannot be examined by institutional decision makers.

Table 2
CHECKLIST OF CRITERIA FOR A MAJOR NEEDS ASSESSMENT STUDY

1. Someone is responsible for the study.
2. The administrative structure of the organization supports the study.
3. The key people in the organization know about the study and how its results might help their efforts.
4. Study is related to long- and short-term planning efforts of the organization.
5. Study identifies critical educational needs.
6. The needs assessment procedure is simple and easily administered.
7. Information requested in the study is clearly stated so that respondents can provide the appropriate data.
8. The cost of implementing the study is reasonable.
9. Opportunities are provided for various groups and individuals to become involved in the needs assessment process.
10. Information requested is used by program developer or others in program decisions.
11. The study is designed with action steps so that appropriate activities will occur as an outcome.
12. Existing data sources (examples are unpublished studies, public documents, and published literature) are used.

The third error, lumping, concerns aggregating data, a problem that distorts needs. Many assessment studies lump together all information on people fifty-five years of age or older. Currently, people fifty-five to seventy-five years old are more likely to examine educational opportunities than those over seventy-five. By aggregating these data, a potential

13. Ground rules for access to data from the study are established at the beginning.
14. A rationale is developed for all data collected.
15. The study design is flexible enough to respond to unintended outcomes.
16. All study instruments have been tested for validity and reliability.
17. The study is designed to give supporting information to decision makers, not to make decisions for them.
18. Identified needs can be ranked because a method of criterion for such ranking is included.
19. Feedback from the study is provided to appropriate people and organizations throughout the life of the study.
20. The study is conducted in a professional manner.
21. Appreciation is expressed to people and organizations participating in the study.
22. The data are analyzed and reanalyzed to find more valuable insights.

Source: Derived from Pennington, F.C., "Needs Assessment: Concepts, Models, and Characteristics," and Barbulesco, C.W., "Components of a Major Needs Assessment Study." In F.C. Pennington (ed.), *New Directions for Continuing Education: Assessing Educational Needs of Adults*, No. 7. San Francisco: Jossey-Bass, 1980.

target group for learning activities may not be discovered.

Programs are more than the sum of their parts, yet needs assessment information only examines, as a rule, structural components. Thus, the fourth error is "the small picture." Efforts must be made to learn what outcomes a potential student perceives a program to have.

Clarity of purpose will result in fewer errors in a needs assessment. When the study is aimed at serving the needs of learners, the likelihood of obtaining useful information to develop programs is enhanced.

Resources for Planning

The programs and services annotated here indicate the plethora of ideas and information available to the planner of needs assessment studies. Further resources are detailed in Chapter 6.

CASC PLANNING AND DATA SYSTEM
The Council for the Advancement of Small Colleges
Suite 320
One Dupont Circle, N.W.
Washington, DC 20036
(202) 659-3857

This comprehensive planning system with eleven independent modules, each with a user's manual, can help meet the needs of small colleges. Three modules are appropriate to needs assessment studies: student recruitment, college goals and climate, and a marketing approach to program development. A data service for nine of the modules allows for the production of management information reports for the institution with anonymous comparative data from other small colleges. Workshops on effective use of the planning system and the development of a comprehensive and continuous planning and management system are available.

COLLEGE AND UNIVERSITY PROGRAMS
Educational Testing Service
Rosedale Road
Princeton, NJ 08541
(609) 921-9000

Provides three instruments that can be used for aspects of the needs assessment process: Institutional Goals Inventory, Community College Goals Inventory, and Small College Goals Inventory. Each consists of ninety statements of possible institutional goals with respect to both the present and future. The Institutional Functioning Inventory helps faculty, students, and administrators examine and evaluate administrative policies, teaching practices, and academic and extracurricular programs. Student Reactions to College, in separate editions for two-year and four-year colleges, enables a school to ascertain student opinions about aspects of their college experience, including instruction, counseling, and financial problems. A Student Instructional Report to obtain student evaluation of faculty teaching also is available, as are specimen sets for each instrument.

COMMUNITY ASSESSMENT PROGRAM
Carol B. Aslanian, Director
Office of Adult Learning Services
The College Board
888 Seventh Avenue
New York, NY 10019
(212) 582-6210

This program has five steps to needs assessment:

- analyzing the community to map out adult learning potential;
- surveying adults to discover their study plans;
- surveying organizations to find what their employers, members, or clients need to learn;
- analyzing other colleges to determine what they are doing;
- surveying faculty and administration to understand their viewpoints.

Policy and technical reports are produced from this needs assessment program.

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS (NCHEMS)
P.O. Drawer P
Boulder, CO 80302
(303) 447-1980

NCHEMS conducts research and service programs designed to help college and university executives more effectively discharge their planning and management responsibilities. Management development, a direct assistance network, and data services are NCHEMS's three service programs. Instructional institutes and seminars provide executive-level administrators in colleges and universities with basic and general management skills required in specific contexts. Consulting teams, led by NCHEMS staff members, are available to help colleges and universities engage in strategic planning; review and assess their management information systems; undertake community needs assessments; appraise their research, planning, management, and evaluation activities; and review their equity policies. Extensive data bases compiled by NCHEMS are available for use in the data services program. Many NCHEMS publications are helpful for the planner of needs assessment studies, particularly those documents on community impact studies and outcomes of postsecondary education.

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21. P. Safman, "Evaluating the Assessment: Did Anything Happen After We Left?" In F. C. Pennington (ed.), *New Directions for Continuing Education: Assessing Educational Needs of Adults*, No. 7 (San Francisco: Jossey-Bass, 1980), pp. 83–90.
22. Cross, pp. 15–16.

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Ronald H. Miller, Assistant Director, Professional Studies, Continuing Education Program, Queens College, was formerly Assistant Director of the Future Directions for a Learning Society program at The College Board and has published many articles for adult learners, such as "Learning Opportunities" in Learning Times, *a College Board periodical for adult students. Miller, who created the New York City Regional Center for Life-Long Learning, has extensive involvement in professional associations and currently chairs the Data Collection Committee of the Coalition of Adult Education Organizations.*

4
Promotion and Publicity Encourage Access

Elza Teresa Dinwiddie

Promotion and publicity of an adult learning program succeed best when conceived and implemented as special, but integral, components of a college's overall marketing program. The product design itself should grow out of an analysis of the current marketplace, in which a college identifies a need and then fills it. Like the development of the product, promotional strategy should follow the natural lines of market demand.

Unlike consumer-products promotion, where markets are *created* through multimillion-dollar advertising campaigns, higher education *responds* to the needs and desires of the marketplace—not through large advertising budgets, but through well-designed, skillful research. This responding to the needs of our consumers gives our marketing efforts a special quality. Through our research and program development, we identify the hopes, goals, and educational requirements of our consumers: we, as institutions, *serve* our publics. On what better foundation could a successful marketing program be built?

Let us assume that research for our program has been completed; the program plan has been approved; and it is now ready for implementation. Success will depend on

promotion and publicity. Our program's philosophy, goals, purposes, services, and results must all be packaged and sold to the people who said they wanted them. Although the promotion and publicity effort will have several layers of goals, the final and most important one is the creation of a message to be dispersed throughout the target area.

The Process of Marketing Defined

For our purposes, "marketing" refers to the plan that includes all of the college's efforts to bring to its clients' attention the service it can best offer and to convince them to buy it. Ben M. Enis defines marketing in *Marketing Principles* "as encompassing exchange activities conducted by individuals and organizations for the purpose of satisfying human want."[1] In *Marketing*, Ron J. Markin defines the process as "the set of activities by which the demand structure for goods, ideas, and services is managed in order to facilitate the exchange process satisfactorily."[2]

Among the most comprehensive definitions of the components of marketing—promotion, publicity, and public relations—as they apply to higher education appear in Helen Farlow's *Publicizing and Promoting Programs*. Clearly and succinctly stated, they are representative of the current views held in the field of continuing education:

> *Publicity* is a comparatively unadorned statement of the facts and nothing but the facts. It involves getting information out to the general public or to target publics about what you are and what you are doing. . . . Publicity, most simply, is letting people—the right people, those you wish and need to reach—know what's going on. This can be a one-shot effort, or it can be a sustained campaign, an ongoing thrust. When it is practiced on a continuing basis, it builds the profile of what you are doing; it provides those you hope to impress with a spectrum of your activities; and, in aggregate, it justifies your existence.
>
> *Promotion* is bringing in the bodies. When we speak of "promotion" in the case of continuing education, we are talk-

> ing about strategems and strategies which are aimed at generating enrollments or registrations.... Promotion is the term for the effort or cluster of efforts which you mount when the goal is not only to gain recognition for whatever you have available (in this case, an outreach project) but also to stimulate action from others so that they will take advantage of the availability of your program (and, in this case, will attend).
>
> *Public Relations* is a blanket word for efforts and activities which establish or enhance the "halo effects"—ways of presenting your institution and its programs which result in goodwill on the part of others.... Public relations, although sometimes misused, is an honest term meaning just exactly what it says—activities which enhance a person's or a unit's relationships with an image in the minds of those who make up its public.... Public relations can in some ways overlap its siblings, publicity and promotion. To abandon the "family" figure, we may see that publicity and promotion are, in fact, integral parts of public relations.[3]

(The serious student of marketing will find Helen Farlow's *Publicizing and Promoting Programs* a valuable resource. Another excellent treatment is the chapter "Marketing" in *Adult Access to Education and New Careers: A Handbook for Action*, published by The College Board [see bibliography].)

Some programs assign the tasks of public relations, promotion, or publicity to a specialist or an office. In many other institutions, the responsibility for promotion rests with the program director. Regardless of who has the responsibility for this process, the number of student registrations it generates will influence the success or failure of the program.

A well-conceived marketing plan will contain three components: analysis, planning, and evaluation. Under the analysis process, you assess your situation, define your problems, and state your opportunities and objectives. For planning and evaluation, you must develop the marketing plan, implement it, and monitor periodically the results of your efforts.

There are five steps to follow in the marketing plan:

- Analyze your college—what are your strong and weak points? Who is your competition and what are their strategies?
- Define your problems—what factors will hinder your growth in the coming year?
- Develop a set of opportunities and objectives—what are your major areas for growth?
- Develop a strategy—how do you plan to deal with problems and opportunities?
- Review your strategies regularly—evaluate what you have done after each term.[4]

How to Use the Media

The responsible use of the modern tools of communication is necessary as you strive to implement program philosophy and work to create and promulgate your message. The resources of the mass media are many and can, if used properly, yield wide-ranging results. A thorough understanding of the different kinds of media is essential.

Newspapers. Broad consumer acceptance and use of newspapers make them a valuable media vehicle. Recent statistics indicate that 87 percent of all American households read a daily newspaper.[5]

An important first step toward the use of your local newspaper is becoming acquainted with the editor and reporters who cover education news. Make an appointment and visit the paper's offices. Familiarize the editor with your operation, current programs, and future plans. Determine the paper's interest and begin to establish a regular pipeline of information flowing to the proper newspaper personnel.

Ask the editor what constitutes "hard" news. Determine what he or she might like to get from your program in the way of news. Probe for ways of getting the "news" about

your program in print. Include your findings from this visit in your overall plan. Try to learn as much as one visit will allow about the paper's total operation and where you could fit in. Keep in touch, but don't become a nuisance.

After you have demonstrated your program's value to the editor, the strength of your relationship might influence special arrangements whereby your advertisements will appear at a time that coincides with a feature story covering some aspect of your program activities. At a minimum, the relationship ought to ensure that certain of your stories will be featured in the education column or section.

The supplement. The Sunday newspaper supplement is a related means for obtaining exposure. *Parade* and *Family Weekly*, for example, are inserted into millions of Sunday newspapers. Many of our colleagues have recognized the virtues of the supplement, a medium that can inform the entire readership of a geographic area about your program. Exposure, which can take the form of articles and advertisements, can include narrative program information, class schedules, registration forms, a message from the dean or the president, and catalogue- and brochure-type information. Planning for the use of this medium must be thorough and well-conceived for its impact to be fully felt.

The supplement affords access to thousands of homes at minimum cost. Extra copies can be obtained for in-house purposes, such as direct mail. The expert help you will receive from the newspaper staff is another advantage.

After examination and comparison, the newspaper supplement may prove to be the least costly yet most comprehensive way of spreading the word about programs operating in densely populated urban areas.

Study your local newspapers and their circulation patterns carefully and analyze their presentations. Note what they deem newsworthy; be aware of style, interest, and content. Consider what your program might contribute. Ask yourself what activities within your program will appeal to the special nature of a paper's readership, character, and style. Throughout this process, consider how the paper

might be utilized in a long-term and a short-term promotional plan.

Television. It is well known that television has had a massive and pervasive impact upon our society. Even those families who might not read newspapers will consume a steady diet of television. Many experts consider it the most important media vehicle and expect it to strengthen and broaden its impact. The signs are there for those who look. For example, consider the many educational uses of television, here and abroad, as well as the potentials of cable TV and videocassettes. Television, with its positive and negative features, is one of the most important forms of mass communication. It can be made to work for a cause.

Televised spot announcements might be cost-prohibitive for many program budgets. For those that can afford them, they are an excellent means of getting the word out. Spot announcements are most effective when repeated over a spread of time.

Fortunately, there are other means of securing television air time. One of the most readily available and useful is the public service announcement (PSA). Television networks, like radio stations, are compelled by government regulation to broadcast free PSAs. You may choose to tape your own or work out other arrangements with the local producers. Public service announcements range from a simple inclusion on a calendar of community activities to taped interviews and presentations. At one time or another, your program should take advantage of the complete array of possibilities.

Some tips on producing a PSA:[6] Five typewritten lines is about the right length, although the time allotted dictates the number of words (twenty words for ten seconds, sixty for thirty seconds, and a hundred and twenty for sixty seconds). Read your announcement beforehand to time it. Writing the PSA in capital letters and triple spacing makes it easy to read. Always include an expiration date.

Watch your local television stations to see how they handle their PSAs, and design your approach accordingly. Be alert and sensitive to their style; you want to convince them of your compatibility with it. Plan ahead: get in touch

with the stations well before your starting dates and follow their deadlines scrupulously; it will pay off in goodwill and performance in the future. Failure to comply might mean failure to achieve your goal—air time.

When the project warrants it, you will wish to contact your local talk and interview shows to arrange for a knowledgeable representative from the program to appear as a guest. The objective, of course, is to present your program in its most favorable light.

Usually, the producers of the talk shows will familiarize you with the format, while simultaneously becoming familiar with your project. This can be an important opportunity to get across the point for your appearance, thus ensuring that some of the right questions will be asked.

A close working relationship with public television in your community is mandatory. Such a tie can only strengthen the quality of your program and make it certain that you will benefit from effective air time.

Radio. Almost 99 percent of United States households have at least one radio, and about 98 percent of all cars driven in the U.S. have radios.[7] (Figures on family newspaper readership and on ownership of radio and television sets have remained constant for several years.) The impact of radio, like that of television, is pervasive.

In most instances, the rates for spot announcements on the radio will be affordable for more budgets than are television spots. However, in terms of approach and planning, the same guidelines as for television apply. Spot announcements are most effective when aired in a series over a sustained period of time.

Radio stations, as mentioned above, are required by government regulation to broadcast public service announcements. Listen to your local radio stations to determine how they handle their public service air time. What people constitute their listening audience? What have you, your friends, your family, and your clients become aware of through your radio station's public service announcements? Note what time of day they are usually aired, ask yourself what time of day they will reach most of your clientele.

When you are certain about the alternative approaches you might take, contact the stations of your choice and make an appointment to meet the news show producer. In that meeting, your purpose will be similar to the objective of your newspaper visit: to build a relationship and begin an information-gathering-and-exchange process that will result in an organized radio campaign.

One suggestion for the effective use of radio: schedule appearances on talk and interview shows for your program's representative. In addition, happy, satisfied clients discussing the benefits they have derived from your program will also have an impact. Broadcast your outstanding achievements and those special cases of accomplishment by your clients. You might also consider producing a regular show about your program for the local radio station.

The news release. In the news business, old news is no news. And, without follow-up, the news release will have only limited success. It should be concisely written, in the format of a news story, and its newsworthiness must be immediately evident. Editors and producers do not have time to hunt for the story.

The press conference. This vehicle is rarely justified, and when it is, it must present "hard" news; the press will not come back if the news is soft. Your program's credibility will suffer in the process, and you risk losing the good relationships that you have worked so hard to establish.

The idea for a press conference ought to come during the planning of program activities, and thus well in advance of the actual occurrence. Such planning will minimize mistakes and maximize results. The aid of your institution's public relations officer should be enlisted at the very beginning.

When planning a conference, you may want to invite representatives from all media, only certain kinds, only those that have given you the most favorable coverage in the past, or those with whom you might like to establish new ties. By all means, include your institution's media representatives.

The strategy of your overall promotion and publicity plan will set the tone of your conference. But remember that in utilizing this vehicle, you are inviting thorough questioning. Expect criticism along with praise. Anticipate your soft spots and guard against them. It is your responsibility to retain control of the conference and steer the course in the planned-upon direction. Keep it manageable and appear efficient. Make the atmosphere as appealing as circumstances will permit. At one university, for example, a press conference is very much like a reception.

At the press conference itself, distribute a clear and succinct one-page statement of your purpose. Try to anticipate the important questions, prepare your answers in advance, and be consistent.

To summarize, observation of the various media forms is an invaluable aid to understanding how to best employ these systems. Analyze the local media with an eye to exposing your program, if not for free, then in the least costly manner. Be willing to approach all of the media positively, and assert the soundness of their support for your programs. Often your success story will be your media story; careful analysis and selection of media systems is of the utmost importance to your results.

A Word About Advertising

Outdoor advertising. A well-placed billboard can give you repeated exposure to a mobile audience over an extended period of time. In this way, you can keep your program consistently before the eyes of the public. Such a repeated exposure could prove invaluable, especially for long-term projects.

Transit advertising. The use of advertising space on local public transportation vehicles is another method of keeping your message before a mobile public's eyes over a sustained period of time. Transit advertising is perhaps the least costly of all advertising outlets. Many colleges simply up-

date their transit advertisements to reflect the current program. Some attach preliminary registration forms printed on self-mailers; others repeat the virtues of their programs for the working adult.

Several deans and directors of programs located in densely populated urban areas have purchased or are considering the purchase of long-term space on billboards or transit systems. Those who have done so evaluate it as an effective means of getting immediate public response. Private vocational schools have used this method effectively for years.

Become familiar with the traffic patterns of your service area and design accordingly a media campaign that will fully exploit all the advantages of the transportation system in your area.

Bulletin boards. Many organizations, schools, churches, businesses, clubs, agencies, and community centers maintain bulletin boards. An eye-catching and concise statement that includes a telephone number and address can be prominently displayed for the general public. Caution: keep track of all bulletin board displays; check them routinely and remove outdated information. Your program will not look attractive if old announcements are allowed to clutter the space.

Space ads. A specified space advertisement can be purchased from newspapers, magazines, journals, house organs, telephone book yellow pages, or other sources that offer a readership of potential consumers of your services. Rely upon them to reach the special targeted audience.

Advertising specialties. These novel ideas are creative and stay in the hands of potential clients. Some suggestions are book markers, placemats, pens, pencils, T-shirts, shopping bags, flyers, and matchbooks.

Community Relations

The use of questionnaires, surveys, demographic data, and other instruments permits an objective assessment of the

needs and wishes of the community. There is a direct correlation between the public's articulation of its educational needs and program design. The finest communication schemes will enhance our work.

An excellent way to obtain vital information on community needs is to become acquainted with local leaders, such as precinct captains, block association officers, heads of civic groups, and any and all community spokespeople. These individuals make excellent conduits for an information exchange between educators and their constituencies, while simultaneously fulfilling their public duties and commitments.

Meetings. Regular attendance by authorized program representatives at faculty, business, political, community, and civic meetings is a must and will keep you and your program in the minds of the people you desire to recruit. Your participation in these meetings can define your program as sensitive to and knowledgeable about the community. To maintain a consistent image, thoughtful planning is required. Your program representative must be prepared to answer questions, both friendly and unfriendly, while recruiting program participants. All of this must be done with diplomacy and care; your concern for the community must be sincere and evident.

Equally important are the meetings that you will conduct. Opening your program site to community meetings—which will allow you to introduce a new program or revitalize an old one, or seek community input and support—ought to be an integral part of your marketing strategy. You *must* know and interact on several levels with the adults whom your program is designed to serve. The forum these meetings provide will help you to gain public support for the total program or a particular facet of it. They help you to become something of a community pillar. Consistency, simplicity, clarity, and organization are the key words for planning any meeting.

Advisory groups. A strong, active advisory group is a tremendous asset in broadcasting the merits of your program.

In a crisis, its support can make the difference between winning and losing. Many such groups include faculty, administration, business people, politicians, community leaders, alumni, agency representatives, media people, and clients among their membership.

Personal outreach. No media vehicle proves more successful, time after time, than word-of-mouth. It is extremely important that representatives from your program penetrate, and circulate through, the labyrinth of groups and organizations where your potential consumers gather, with regularity, to discuss diverse issues.

Some of the meetings where you and your representatives ought to appear regularly include those of block associations; unions; church groups; government agencies; public and private foundations; parent-teacher, political, alumni, and civic organizations; and, of course, all pertinent on-campus meetings.

Pay regular visits to the educational offices of both public and private employers. The array of clubs, organizations, groups, and associations where you can appear is dense in any community. Involvement should be permanent, with regular schedules, reporting systems, and built-in follow-up and evaluation processes.

Some examples: You might ask your local political officer to include announcements on your program in a regular column in his or her newsletter, or ask a bank to include them in statements that are mailed to its customers. For the bank, this is a good public relations tool that shows its concern for community services. The cost to the program is minimal, since you only have to prepare the insert. Obtain a regular column in the union paper, the company tabloid, or the credit-union newsletter.

Be creative; reach out and tap every source. Most communities are rich in them if only you use your imagination. You will be surprised at the good results that can be achieved with a little daring. Ascertain the community sources that will support your promotion and publicity needs best and maintain good relationships with them.

Nothing succeeds like the in-person appearance. Appear often among your prospective students to spread the word.

(A treatment of some of the disadvantages of the media vehicles listed above can be found in *Managing Adult and Continuing Education Programs and Staff* (see bibliography). In Chapter 7 of this valuable resource manual, R. Gene Gardner discusses "Community Relations; Promotion, Marketing and Publicity." Gardner has included many fine examples in his presentation that space and time limitations have precluded here.)

Mailing Your Message

Materials development. How you conceive your publicity and promotion materials is critical. These are the means by which you will first tell the story of your services to the general public, and they must be convincing. The quality of paper, ink, print, artwork, and information will all affect the success of your effort. It is imperative that, like your program, your publicity and promotion materials reflect the taste, the needs, and the aspirations of your consumers, while at the same time reflecting the quality of your services.

Whenever possible, you will want to call upon professional editors and designers to assist in the development of your materials. It would be wise to include at least one such person on your advisory group.

The quality and character of your materials are even more crucial when you are introducing a new program to the public. If it is nontraditional, it is even more important to display its quality.

Materials development is best carried out when considered as a component part of the entire publicity and promotion plan and is treated accordingly. Your materials are your program.

Direct mail. This is probably the most common media vehicle in continuing education. All of us, at one time or an-

other, have taken from our mailboxes items ranging from a slick, professionally produced brochure to a tacky, mimeographed announcement informing us of an array of programs including noncredit and special-degree options offered by our local colleges, universities, community colleges, private schools, and school districts. We are all recipients of brochures that sell conferences, seminars, and workshops on how to become better at our professions. This vehicle is practical, usable, and controllable, so use your imagination.

What you decide to send by direct mail will be determined largely by the goals of your program and your target populations. Whether it is designed by a professional ad agency, the program staff, or the university press is a budgetary determination. When developing a direct-mail piece, keep the following rules of thumb in mind:

- The recipient must be encouraged to look inside. If it is an envelope and not a self-mailer, put something on it that will guarantee attention to the contents.
- When it is open, the first thing the reader sees ought to be big. Define your service in terms of benefits to the consumer and stress what your service does for the user.
- Keep it simple and easy. Do not require your reader to plow through anything to get to your point. Be straightforward about your offer and use simple language.
- Try to get potential clients to sign up and return the registration form to you immediately. A self-mailer makes it easy for them.
- By all means, arrange to accept telephone and credit card registrations, and advertise these conveniences.
- Display your address and telephone number prominently. List the names of key contact people.
- Analyze the cost factors. If the design and printing costs are high, the mailing volume ought to be great because 2 percent is considered a high response rate.
- End your statement with a call for action: "call now," "come in today," or "fill in the form."

Optimally, you will develop and maintain your own mailing lists or hire a firm that specializes in compiling and selling mailing lists.

The development of direct-mail strategy for the nontraditional program will, of necessity, require nontraditional attitudes and approaches. Be daring and progressive in your approach.

Newsletters. The newsletter is an effective tool for communicating in a consistent form, on a regular basis, with your community. Bulk-mail postal rates are cost-effective. The application of a newsletter should be considered in conjunction with your total media strategy. What gap will it close, at what cost, and for what gain?

If you should decide that a newsletter can serve you well, you will want to include among the recipients administrators, faculty, business people, politicians, community leaders, funding sources, and, most importantly, clients and prospective clients.

Assessment of Your Efforts

What are the results of your efforts? A well-conceived promotion and publicity plan will provide a mechanism for evaluating its effectiveness in whole and in part.

The primary question confronting you is how many enrollments did the promotion and publicity efforts generate? There are many ways to survey students to ascertain how they learned of your program. Some of the more common means include a brief questionnaire inserted into the registration kit, coding the registration forms, and in-class questionnaires.

The design of the assessment method is not nearly as important as is the assessment process itself. Each and every term ought to be evaluated to allow you continuously to maximize the effectiveness of your promotion and publicity dollars.

As creatively as you design your nontraditional program, you will want to be that creative and more in conceiving and implementing the marketing program that will support your services. Think holistically, understanding that publicity and promotion are components of your total program design. And to keep abreast of the larger picture, it is important to attend regularly meetings, conferences, seminars, and workshops that will keep you apprised of the latest trends in marketing programs.

Adult educators can and must study today's media as it impacts upon prospective customers. As we dare to create new, innovative, nontraditional programs for the emerging learning society, we must also be daring enough, despite budgetary constraints, to explore and exploit all of the media forms. We must consider the nontraditional approach as we plan our media systems. All can work for us; we must see that they do.

Approach the process positively. It is our legitimate responsibility—our public mandate in the field of education—to serve sensitively and to satisfy the human quest for knowledge and information. By promoting and publicizing our efforts, we demonstrate our support of the learning society and what the realization of this potential can mean for our future.

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A freelance writer, editor, researcher, teacher, and lecturer, Elza Teresa Dinwiddie has worked as Senior Editor for the College Division of Franklin Watts, Inc., a Grolier Company. From its inception and for nine years, she served as Codirector of Planning and Development for a nontraditional program for adults at Wayne State University.

5
Access and Interinstitutional Linkages

William M. Craft

There is a growing trend among colleges and universities to try to introduce new populations of adult learners to higher education. Despite this trend, the underlying commitment to *serve* these students is sometimes overlooked. Fundamentally, the commitment to serve adults is a mandate to develop the ways and means to support and enhance their continued formal and informal learning. Defined as such, the long-standing commitments of some institutions to extend opportunities for personal, career, and academic development to underserved adults stand out as clear responses to that mandate. Programs for mature women seeking first-time employment, for adults with limited knowledge of English, and for working adults who seek new knowledge and skills for career advancement, and those that take higher education to isolated clusters of rural adults are only a few examples of specially targeted programs that are being attempted throughout the country.

The notion of promoting access for adult students to higher education carries with it the understanding that an effort will be made to bring the student into contact with the most appropriate services available. In mounting these

efforts, colleges and universities often work in concert with other collegiate and noncollegiate organizations to design attractive and useful curricula, to find ways to offer programs at convenient off-campus locations, and to blend instruction and supportive educational services with complementary external resources.

This chapter looks at interinstitutional relationships in light of higher education's basic commitments to adult students. When one considers all of the potential arrangements in which colleges and universities might become involved, the task of offering general information about such relationships seems almost impossible. Despite their overwhelming variety, most interinstitutional arrangements can be grouped into the four main categories that are described below.

Educational outreach. The arrangements in this category have as their objective participation of new groups of adult students in existing on-campus programs. Little or no adaptation in the existing program to the special needs of adult students is anticipated. Certainly, the mere participation of increased numbers of new adult students will often influence the shape and direction of on-campus programs, particularly in responsive, student-centered environments. However, such changes are not the primary reason for most educational outreach efforts. Rather, these programs are the vehicle by which colleges and universities work with and through other organizations *to assist adult students in rearranging their lives and priorities so as to permit participation in existing programs.*

This category of interinstitutional effort might include cooperative programs with community and social service organizations. College personnel and staff from the agencies join forces to bring information to potential students. In its purest form, these students are identified from among the cooperating organization's clientele, membership, or employees. The educational outreach job is complicated by the expectation that the arrangement will go beyond the function of merely passing along information. Indeed, the joint college-agency effort must focus on helping potential stu-

dents overcome certain barriers that make their participation in on-campus programs difficult, if not impossible. Some typical barriers are lack of financial resources, transportation, child care, self-confidence, flexibility in scheduling, and even basic academic skills.

Satellite programs. Interinstitutional arrangements of this kind have the common objective of bringing representative on-campus programs (or their equivalent) into the communities where the adult students live and work. Even without becoming involved as students, most adults lead full and, in some cases, extraordinarily demanding and complex lives. Most arrangements in this category are based on the assumption that participation of new adult learners in higher education is at least partially dependent on how convenient it is. These programs seek to permit adults to integrate education readily into their daily schedules through the enabling factor of proximity.

Examples in this category might include college courses offered in shopping and community centers, public schools, churches, and in places of employment, such as banks, factories, and industrial parks.

Shared special efforts. Interinstitutional arrangements in this category involve joining collegiate and noncollegiate resources to tackle an educational problem, the solution of which promotes expanded access for new populations of adult learners. Planning, decision-making, and ultimate sponsorship responsibilities are worked out between colleges and organizations that have special expertise and a clear stake in improving services to, or the condition of, some segment of the population. Among the recipients of specially designed services might be the elderly, paraprofessionals in the health-care system, members of labor unions, and prison inmates. Programs that are designed jointly with employers and that provide in-service training in business and industrial settings might also be included.

Assessment and credentialing programs. Programs in this category put colleges and universities in the role of overseers of education, instruction, and academic support services pro-

vided to adults by third parties. While the programs in the previous three categories are everyday activities for most educators struggling to promote access for adult students, programs of this kind are not as common.

An example of such an arrangement might involve the staff of a day-care center for young children. The center staff wish to offer an introductory course in children's art for the parents of the children served by the center. Better-informed parents might be able to reinforce and enhance the program provided to the children. The role of a college in such a program would be to provide technical assistance to the sponsors in the design of the curriculum, the selection of instructional materials, and perhaps a plan for evaluating the success of the program. If the day-care center exists on uncertain federal funding, the college might agree to maintain records of the educational effort for the future benefit of the adult students and even consider awarding academic credit toward one of its degree programs for parents who successfully complete the program. Depending on the particular situation, the college's involvement in this program might be a determining factor in whether or not the parents choose to participate in the full extent of the training. Indeed, the staff of the center might find this additional recognition of their efforts an important reward for the extra work required of them.

Although few colleges or universities are currently involved in providing this kind of technical assistance—together with program evaluation and credentialing for students educated by noncollegiate organizations—it has been done successfully by enough institutions to suggest the model as an extension of current access efforts. For several years, both the American Council on Education and the New York State Board of Regents have provided guides to the credentialing of instruction sponsored by noncollegiate organizations. These guides provide credit recommendations for the students of programs evaluated by these two organizations. At the institutional level, Bunker Hill Community College, for example, has provided planning, evalu-

ation, and credentialing to organizations throughout the greater Boston area since 1973 and has received strong endorsements from two successive regional accreditation teams.

The preceding categories are neither exhaustive nor mutually exclusive. Some programs in the reader's experience may not fit neatly into any of the categories, and some can and do have characteristics common to more than one. However, the listing does demonstrate a broad spectrum of programs, ranging from those that assist adults in entering directly into the life of institutions of higher education to those that place colleges and universities in the role of helping others to provide educational services directly to adults in a context well beyond the collegiate environment.

If one assumes that higher education in the United States is, for the most part, grounded in institutionally based classroom instruction provided by an appropriately prepared resident faculty, one moves in stages farther and farther from that "ideal" as one passes through the categories. Progressively, academic and educational decision making is shared with those outside of the academic community. As we move beyond the model of assisting adult students into on-campus classrooms or even into the off-campus extensions, we must accept new responsibilities, new headaches, and, ultimately, new patterns of management and professional practice. This is particularly true if we are to realize our fundamental commitments to adult students and ensure the effectiveness and quality of the programs with which we are associated.

As we seek to provide access through new relationships and program models, how many things can we modify, change, eliminate, or replace in higher education's traditional method of doing business and still define our efforts as acceptable manifestations of higher education? For example, suppose that we never meet our students face to face. Can we convince ourselves that we are still about the important work of higher education? What decisions, if any, are so fundamental to the processes of higher educa-

tion that we must keep them to ourselves? Once we accept the possibility of effective college and university activity being provided beyond the conventional classroom—with instruction provided by a variety of individuals in addition to or even instead of resident faculty—a wide range of alternatives present themselves as ways to structure interinstitutional relationships.

While much has been made of innovation and change in American higher education over the past decade and a half, the fact remains that issues of continuity, purpose, and approach are exceedingly local matters. They involve individual institutions and even individual faculty members and administrators. What is permitted, and even aggressively promoted, by one college or university may be an anathema to another. Even as basic a decision as what constitutes acceptable conditions for the award of academic credit is a function of those in the room at the time the decision is recorded.

As colleges and universities move into interinstitutional arrangements with organizations well beyond the academic community, they need to think through and establish some clear notions of how their particular institutions want to do business. As one example, the Community Educational Services Program at Boston's Bunker Hill Community College illustrates how one institution approached this problem.

The Community Educational Services Program

The Community Educational Services Program (CESP) was developed by Bunker Hill Community College as a way of expanding access to postsecondary education for adults in the greater Boston area. Many community and social agencies augment services to clients, members, and employees by sponsoring short-term educational programs. These programs respond directly to common educational needs identified by the students and the sponsoring agencies.

Following extensive research into the kinds and numbers

of programs available in the Boston area, it was agreed that some connection with the college should be established. Representatives from the agencies expressed the need for assistance in the design of learning activities. Many of the students wanted to use these programs as a way of testing their interest and aptitude for further formal education. Faculty and staff of the college expressed the concern that these programs, sponsored and taught by individuals with no connection to the college, would have little relation to the standards and values on which the college's curriculum was based.

Over time, a management plan has emerged that takes into account the institution's desire to assist adult students through the vehicle of community-based educational programs and at the same time provides acceptable safeguards to the college. The key people involved in curriculum decision making at the college are also a part of the review, evaluation, and affiliation process for education sponsored by community-based organizations.

This CESP process is open to any Boston-area community agency that currently provides or anticipates providing educational services to staff, clients, or other residents of the area. The program is visited by a designated professional staff member of the college. The organization is assisted in preparing an analysis of the program, including its anticipated instructional outcomes, learning resources, and evaluation procedures. Additional resources from the college are available to support the planning effort, if appropriate. Further, the resources of other CESP-affiliated programs in the Boston area are also available to be used in the planning process.

The completed application is reviewed by resident faculty members familiar with the particular content area involved in the proposed educational program. If necessary, faculty may visit the training site. The recommendation for affiliation and the amount of academic credit to be awarded to successful students is forwarded by the faculty reviewers to a final administrative review.

With administrative acceptance, the program becomes a participant in the Community Educational Services Program. At present, some three hundred and fifty courses sponsored by more than sixty community agencies and labor unions are affiliated with the program. Each year more than eighteen hundred adults participate in these programs. Not only is the curriculum responsive to the students' needs, but, in the judgment of the college's faculty and staff, these affiliated programs embody the underlying values and standards inherent in the college's other offerings.

Since the program's inception in 1973, many adults have used these affiliated community-based programs as access points to other opportunities in higher education. The program operates on clear guidelines, with the responsibilities of the college and the affiliated program carefully spelled out. The period of time covered by the affiliation is established at the time of initial affiliation, with an established procedure for renewal. The affiliation programs are joined by a communications network consisting of a monthly newsletter, a resource manual listing all of the programs, and frequent opportunities for information sharing among the programs.

After seven years, CESP has established itself at Bunker Hill as an important system for managing a specific kind of interinstitutional relationship. The affiliated network of community-based training programs has had the effect of broadening the curriculum options available to area adults in a way that the resources of the college alone would not have permitted.

Essentials of New Interinstitutional Relationships

What makes an interinstitutional arrangement successful? What should a college look for in such a relationship, and how should it proceed in developing it? The answers to these questions may vary from college to college, but there

are some basic characteristics common to all well-designed interinstitutional relationships.

Where to look. If an institution wants to create links to the new adult student, it need only identify the environments in which these potential students naturally cluster. Alternatively, institutions are always free to approach individual adults with attractive educational opportunities. The well-designed mailer to all residents in a given geographic area is one method to accomplish this.

Indeed, the notion of a cluster point seems to be at the core of any decision to pursue an extended interinstitutional relationship. This line of thinking leads one to try to exploit an existing connection between significant numbers of the kinds of adults the institution would like to serve and organizations already involved with them. For years, estate managers, for example, have looked to the American Medical Association for leads. Recently, someone realized the connection between a New York commuter railroad and the large numbers of potential MBA students who ride to work from the suburbs to New York City each morning. Colleges interested in expanding opportunities for mature women have developed links with displaced-homemaker groups. And institutions interested in serving organized labor have worked to develop relationships with unions and their apprenticeship programs. For example, Bunker Hill Community College has affiliated two apprenticeship programs with its CESP effort.

Clarity. Look for clarity. If an administrator does not understand the proposed relationship and how it will work, chances are no one else will either, particularly the students. Jargon, unexpected deadlines, and influential people can sometimes cause even the most perceptive administrator to ignore the need for clarity. Demand it!

Simplicity. The more complex a relationship, the more things there are to go wrong. The more complex a relationship, the more time and money it will take to explain it to staff, faculty, and, ultimately, the students the program is trying to serve. Once beyond a purely institutional context,

simplicity is often the key to success. The more straightforward the processes and procedures are in a relationship, the easier it is for people to understand their roles and implement basic decisions. From time to time in program evaluations, I have heard it asserted that lack of clarity is tolerated—and, indeed, even intended—as the only means of gaining support for the program. The underlying fear is that if people really knew what was going on, the program would not be permitted to exist. In my experience, clarity is always worth a longer fight for acceptance.

Consistency. Interinstitutional relationships should be consistent with the current or desired future mission of an institution. Seen out of context, an idea may appear promising, but any relationship developed with another organization must ultimately make sense *within* the particular institution as well. Where does it fit and who is responsible for its success?

Clear purpose. What does the relationship actually accomplish? Is it really designed to serve adult students better and more effectively? Is the relationship actually a clever strategy to change some part of the college or university that may not want to be changed? Is it really a scheme to use underutilized or threatened resources more effectively? At the very least, an institution must be able to assure new adult students that there will be some value added for the time, effort, and money they spend in the program.

Proof. Look for proof that if the program goes forward, the students will be well served and that the institution's reputation will not be at risk. Lacking definitive proof, an institution should at least hold out for a clearly established early-warning mechanism that will alert it to problems and permit rapid intervention to revise, redirect, or terminate the relationship.

Student information. How will the adults for whom the program is designed actually find out about it? Will they receive accurate information in a timely manner? The farther away students are from direct, day-to-day contact with the college or university involved in the relationship,

the fewer opportunities they have to correct misinformation and false impressions. More important, such distance means fewer direct opportunities for the student to develop a personal bond to the institution.

No matter how indirect the involvement of the school, it is this involvement that guarantees the validity of the connections that new adult students are gaining with higher education. Those who gain access to the benefits of higher education through interinstitutional relationships must not only be real to the college or university, but the college or university must become real to the student. How the students learn about the school, what is communicated to them about their status and stake in that institution, and their understanding of the commitments that the institution is making in their behalf, become critical features in making any such effort worthwhile.

Once a proposed interinstitutional relationship has passed the tests described above, certain administrative questions still remain to be answered. These questions deal primarily with the management of the program and again must be dealt with in the context of a particular institution.

Resources. Does the proposed program have a companion among the resources available to the institution—for example, appropriate staff, budget, and other necessary support?

Review date. If the program goes forward, is there an agreed-upon date at which time the program will be reviewed? Depending on the facts available at that time, is it clearly understood that a decision will be made either to continue or discontinue the program—without hard feelings? By establishing such a checkpoint at the outset and then holding to it, it is often easier to disengage from an unfortunate situation than it is if such a review is prompted by obvious difficulties with a relationship. Yet a strongly positive review of a program that is going well can be a definite reward for those involved.

Administrative communication. Are all of the offices, agencies, and individuals who might be in a position to support or enhance the program fully informed as to its planned intent and operating procedures? Often, it is possible to

gain support for an idea or program merely by asking people for their reactions to a program's structure, content, or delivery. In this way, they too can contribute to the success of the venture.

Conformance with rules and regulations. Almost any interinstitutional arrangement has the potential of violating some existing rule, regulation, or understanding. Federal, state, and local laws, together with union agreements, academic governance structures, accrediting bodies, influential trustees, and administrators and faculty members, are, collectively, enough to cripple, if not mortally wound, any new idea involving a college or university working in concert with a noncollegiate organization. In anticipation of this situation, one must make every effort to conform with all such rules and regulations. Failing this, one is faced with the task of modifying either the program or the rules that govern it. If the rules cannot be changed and the program cannot be made to conform, one must consider whether or not the benefits of going ahead outweigh the risks of going ahead. In general, programs begun with limited support from the legal and administrative environment in which they must operate have little chance of surviving, let alone making major contributions to promoting access for new adult students.

A caveat should be noted. Some rules and some standards of current practice turn out to be paper tigers when tested. An institution should evaluate what it will really risk by going ahead with a nonconforming program, if it is indeed clear that many adult students are likely to get a better program and expanded opportunities through the proposed arrangement.

The final decision. Are the right people making the decision? Often the response of colleges and universities to a request has less to do with the nature of the request than on which arm of the school the responsibility for making the decision happens to fall. Even in the smallest institution, decision making is to some extent decentralized. The academic arm of the school may see things in one way, while the continuing education group or the president's of-

fice may see things in quite another. Shopping around within an institution may yield a variety of useful points of view and at the same time guide a program developer in the most sympathetic direction.

Successful establishment. Although it may be useful to exploit the newness or the uniqueness of any interinstitutional relationship that assists adults in gaining access to higher education, the actual management of the processes and procedures involved in the relationship should be made routine as soon as possible. A sustained perception of newness and uniqueness at the operations level tends to breed an environment in which recurring events are treated as distinct and, therefore, demanding of an individualized response. Each time a recurring situation is addressed by a totally new response (or even addressed by the same response derived independently each time the situation occurs), resources are wasted and the possibility of inconsistency and error increases. An institution should also clarify job roles and responsibilities and work out a general structure for routine decision making. In-service training of faculty and staff to deal with the new relationship should be a priority once the implications for institutional personnel have been determined.

It should be noted that some interinstitutional relationships have a way of never quite becoming routine. They seem to remain forever ad hoc. This is particularly true if so few adults are involved that the experience factor never grows sufficiently to generate a routine response. This also tends to be true if the protocol demands of the relationship require the involvement of high-level personnel long after the details of the relationship should have been assigned elsewhere.

Conclusions

Colleges and universities can expand higher educational opportunities for new adult students through interinstitutional arrangements. Such arrangements bring new resources and

new contacts with potential students to a college. They also carry with them the responsibility of ensuring that programs and services growing out of the interinstitutional effort reflect a fundamental commitment to the best interest of the student.

Successful interinstitutional arrangements that stress this commitment can help colleges and universities develop entirely new constituencies. They can serve as the foundation for new curriculum ideas and can give faculty and staff important opportunities for personal and professional growth. In the last analysis, however, it is the positive effect on the lives of large numbers of new adult students nationwide that makes the effort worthwhile.

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William M. Craft is the founding dean of The Open College of Boston's Bunker Hill Community College. He has successfully obtained grant funding for interinstitutional linkage activities. Craft is an active participant in the Council for the Advancement of Experiential Learning and has done management consulting.

6
Resources

Kathleen Brouder

Organizations and Projects

This chapter identifies several organizations, ongoing projects, and institutions engaged in one or more activities that might be of interest to policymakers and program planners or administrators concerned with widening access for the adult learner. The list is not all-encompassing, nor does it contain references to many sources that might also be of interest to the planner or researcher investigating the broader field of adult and continuing education. Listings were selected to highlight exemplary or unique programs and to demonstrate the range of possible approaches to the access issue. For additional references, the reader is referred to the chapter "Information Resources: Organizations, Publications and Projects," by Judith Bonnett Hirabayashi, in *Lifelong Learning in America*, by Richard E. Peterson and Associates (San Francisco: Jossey-Bass, 1979).

ADULT EDUCATION ASSOCIATION OF THE U.S.A.
810 18th Street, N.W.
Washington, DC 20006
(202) 347-9574

Founded in 1951, AEA has an estimated 3,000 members nationwide, with sixty local and twelve regional groups. Its purpose is "to further the concept of education as a process continuing through life." The organization works to stimulate local, state, and regional adult education efforts and to facilitate cooperation among programs and institutions. It monitors and initiates legislation. AEA publishes *Lifelong Learning: The Adult Years*, a periodical issued ten times a year and regarded as one of the most comprehensive sources of current information about the field. *Adult Education* is published quarterly.

ADULT EDUCATION COUNCIL OF METROPOLITAN DENVER
1100 Acoma Street
Denver, CO 80204
(303) 573-5152

Housed in the public library, the Adult Education Council has provided service to adult learners for almost fifty years. In the late 1970s, supported by a grant from the Fund for the Improvement of Postsecondary Education, the Council undertook to expand its independent educational information and resource center for learners in the metropolitan Denver area. Activities included increased publication and distribution of materials and increased communication with local business and industry. Information about the special project is available upon request.

THE ALLIANCE
An Association for Alternative Degree Programs for Adults
c/o School of New Resources
College of New Rochelle
New Rochelle, NY 10801
(914) 235-3084

Founded in 1974, The Alliance aims to initiate and foster an appropriate environment for adult students in college programs; to provide a forum for professional educators to share resources and information about alternative degree programs for adults; to provide a vehicle for minimal-cost consultation among members of college programs developed precisely for adult students; to develop a statement of the rights of adult college students; and to influence institutional and public policies concerning financial aid for adult students. Currently, there are fifty-four member institutions in The Alliance.

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES
One Dupont Circle, N.W.
Washington, DC 20036
(202) 293-7050

Founded in 1920, AACJC has over fifteen hundred institutional and individual members nationwide. The organization sponsors a variety of programs and councils, including a Lifelong Education Project that has been instrumental, through conferences and publications, in encouraging innovation at two-year colleges aimed at increasing access for adult, part-time, and nontraditional learners. AACJC publishes the *Community and Junior College Journal* eight times a year, as well as a variety of booklets and pamphlets.

THE AMERICAN COLLEGE TESTING PROGRAM
P.O. Box 168
Iowa City, IA 52243
(319) 337-1000

ACT provides guidance-oriented assessment and research programs for students, secondary schools, colleges, universities, vocational-technical institutes, and scholarship agen-

cies. It offers the Proficiency Examination Program (PEP), used as a basis for awarding credit-by-examination at some postsecondary institutions, as well as the Adult Performance Level Program.

ASSOCIATION FOR CONTINUING HIGHER EDUCATION
University of Tennessee
451 Communications Building
Knoxville, TN 37916
(615) 974-6629

The Association was founded in 1939, and has an estimated two hundred and fifteen institutional members (representing about seven hundred and twenty-five professionals), plus an additional two hundred and twenty-five individual members, organized in nine regional groups. It promotes high standards for professional excellence, encourages faculty support for continuing higher education programs, and works with other associations and organizations. The Association also publishes a newsletter nine times a year, a quarterly journal entitled *Continuing Higher Education*, and *Proceedings* of its annual meeting.

BIRMINGHAM SOUTHERN COLLEGE
Dr. Rollin J. Watson, Chairman
Division of Adult Studies and Special Programs
800 Eighth Avenue West
Birmingham, AL 35204
(205) 328-5250

Birmingham Southern College in Alabama is a private liberal arts college affiliated with the Methodist Church. It enrolls about twelve hundred full-time students in its day programs, and another two hundred and seventy-five part-time students in its evening programs. The latter are gener-

ally working adults pursuing a baccalaureate degree through sequential enrollment in "mini-terms," eight-week sessions conducted five times a year. (Because of the intensity of the course offerings over the eight-week period, most students take only one course per term.) The mini-term concept has been operated effectively at Birmingham Southern since the mid-seventies, and other scheduling formats are currently under consideration as a means of increasing program effectiveness and scope. A strong student-services orientation assures learners enrolled in the college's evening program of access to such areas as the business and financial aid offices and counseling staff during evening hours.

THE CLEARINGHOUSE FOR COMMUNITY BASED FREE STANDING EDUCATIONAL INSTITUTIONS

1806 Vernon Street, N.W.
Washington, DC 20009
(202) 462-6333

The Clearinghouse is a membership association consisting of thirty-nine institutions across the country that are not affiliated with any state or local agency or other established educational enterprise; the organization defines its constituency as those institutions growing out of a demand for access to higher education at the grassroots level by people traditionally excluded from mainline postsecondary programs. The Clearinghouse is set up to respond primarily to requests for information and assistance from free-standing institutions, but other institutions may be interested in its manuals, guides, and papers, published periodically, or in its annual conference and directory of members. The Clearinghouse publishes a quarterly *Newsletter*. It also publishes *RAPS*, a weekly news bulletin covering funding opportunities, legislative trends, and other issues of interest to its membership. A monthly digest of *RAPS* is also available.

COALITION OF ADULT EDUCATION ORGANIZATIONS
810 18th Street, N.W.
Washington, DC 20006
(202) 347-9574

The Coalition was organized in 1970 to facilitate closer cooperation among associations concerned with various aspects of education for adults. The "action charter" of the Coalition is embodied in the *Imperatives*, a document that grew out of a 1969 Wingspread Conference on adult education and was subsequently adopted by the member organizations of the Coalition. The purposes of the Coalition include identification of major program and policy issues, facilitating information exchange and joint planning among its member groups, policy analysis, and encouraging public and private support for adult education programs.

THE COLLEGE BOARD
888 Seventh Avenue
New York, NY 10019
(212) 582-6210

The College Board provides guidance-oriented information, assessment, and financial aid services to students, schools, and colleges. The College Board is a membership association of high schools, school systems, colleges, and educational associations, and provides a national forum for the discussion of educational policy issues affecting access and choice. Among its many publications are *The College Board Review*, a quarterly journal, and *The College Board News*, a tabloid-style periodical. It also brings out several dozen books and pamphlets on various aspects of admissions; adult education; curriculum and placement; financial aid; guidance, career education, and decision making; minority affairs; public policy studies; and international education. The Office of Adult Learning Services expands

on earlier College Board initiatives, like the Future Directions for a Learning Society Project, and is designed to provide programs, training, publications, technical assistance, and information collection and dissemination about adult learning. Among its current projects are the Community Assessment Program, the Career Information Centers Program, and the Assessment of Self-Knowledge (ASK), now under development.

THE COMMUNITY CONGRESS OF SAN DIEGO
1172 Morena Boulevard
San Diego, CA 92110
(714) 275-1700

Supported by the Fund for the Improvement of Postsecondary Education, the Community Congress undertook an effort to increase and create educational opportunities for human service organization workers. Among the project's goals were the elimination of barriers to adult learners, development of programs to meet unmet needs, and assessment of workers' education and training needs. The formal project was concluded in late 1980; information is available upon request.

COMPACT FOR LIFELONG EDUCATIONAL OPPORTUNITIES CENTER
37 South 16th Street
Philadelphia, PA 19102
(215) 425-2536

CLEO is an assessment and brokering center for students and prospective students in the Delaware Valley region and works with thirty-eight participating colleges in the area. The center administers credit-by-examination and assessment of prior learning approaches, works with business and

industry in the region, and offers career counseling to adult students. CLEO grew out of a two-year cooperative effort by colleges and universities to design and implement a regional continuing education program. Work groups addressed a variety of objectives, including needs assessment, assisting institutions in assessing nontraditional learning, and building linkages with noncollegiate continuing education institutions, such as museums.

COUNCIL FOR THE ADVANCEMENT OF EXPERIENTIAL LEARNING
Lake Front N., Suite 300
Columbia, MD 21044
(301) 997-3535

CAEL is a national association of collegiate institutions and individuals "dedicated to fostering quality experiential learning and the valid, reliable assessment of its outcomes." CAEL Learner Services offers a toll-free number Monday through Friday, 9 a.m. to 9 p.m. EST, (1-800-638-7813), to assist learners in identifying programs that award academic credit through assessment of prior learning. CAEL also publishes *Wherever You Learned It*, a five-volume directory of prior-learning credit programs.

EDUCATION COMMISSION OF THE STATES
300 Lincoln Tower Building
1860 Lincoln Street
Denver, CO 80295
(303) 893-5200

The Education Commission of the States was organized in 1966 and includes representatives from each of forty-six member states, as well as Puerto Rico, the Virgin Islands,

and American Samoa. The Commission provides a forum for discussion of major educational issues, an educational research and service function for member states, and a vehicle for interstate cooperation on educational policy development and program implementation. The ECS Lifelong Learning Project currently underway is being conducted in cooperation with the State Higher Education Executive Officers (SHEEO) with major funding support from the W. K. Kellogg Foundation. Its primary purpose is to foster the development within states of a collaborative planning group that will work to address two basic questions: (1) What, if anything, should a particular state do to expand the availability of adult learning opportunities, and (2) How should states undertake that task? Some participating states will receive technical assistance in this endeavor, while a few will receive both technical assistance and limited financial support. *Highlights* is an occasional newsletter featuring information about the Lifelong Learning Project, and additional information can be obtained from Project Director William J. Hilton.

NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION
1201 16th Street, N.W.
Washington, DC 20036
(202) 833-5486

Founded in 1952, NAPCAE has about six thousand members, most of whom are administrators and teachers of adult education programs nationwide. The organization's goal is to stimulate and expand continuing public adult education programs and to provide consultation services. Among its publications are *Techniques* (eight times annually), *Swap Shop* (six times a year), *Pulse of the Public* (eight times a year), and the *Almanac and Directory of Public Continuing and Adult Education*.

NATIONAL CENTER FOR EDUCATION STATISTICS
Presidential Building
400 Maryland Avenue, S.W.
Washington, DC 20202
(202) 436-7900

As its name suggests, the National Center collects, synthesizes, and analyzes data about many aspects of American education; some of its studies relate directly to the adult learning field. NCES conducts surveys through the U.S. Bureau of Census to determine the extent of participation in adult education. Surveys were conducted in 1969, 1972, 1975, and 1978. Data included participation rates by sex, age, race, education, occupation, employment status, family income, and other variables. The next survey was to take place in 1981. NCES also undertakes periodic surveys of the adult and continuing education activities offered by different types of sponsors and prepares an annual summary of statistics on the federally funded Adult Basic Education Program.

NATIONAL CENTER FOR EDUCATIONAL BROKERING
1211 Connecticut Avenue, N.W.
Washington, DC 20036
(202) 466-5530

Founded in 1976, the National Center's purpose is to improve the quality and availability of advisement, information, referral, assessment, and advocacy services for adult learners. NCEB promotes educational brokering concepts and practices through dissemination of information, provision of technical assistance, and promotion of public policies supportive of educational brokering. It publishes the *Bulletin* ten times a year, as well as an annual *Directory of*

Educational Brokering Services and occasional handbooks and monographs.

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655

Organized in 1965, the Center now has a membership of about three hundred, with a staff of over two hundred and fifty. Its purpose is to "increase the ability of diverse agencies, institutions and organizations to solve educational problems relating to individual career planning, preparation and progression." Center activities include research, development of educational programs and products, evaluating individuals' program needs and outcomes, operating information systems and services, and leadership development and training programs. The Center publishes the *Centergram* monthly and *Resources in Vocational Education* bimonthly, as well as a variety of books and pamphlets. The ERIC Clearinghouse on Adult, Career and Vocational Education is housed at the National Center.

NATIONAL COUNCIL OF NEGRO WOMEN
1346 Connecticut Avenue, N.W.
Washington, DC 20036
(202) 233-2363

The National Council of Negro Women was founded in 1935, and has an estimated four million members in a hundred and sixty-seven local groups nationwide. The organization is engaged in developing and utilizing the leadership of women in community, national, and international life and has long been a supporter and initiator of continu-

ing and adult education programs for minority women. The National Council is a major information center for and about women in the black community.

NATIONAL COUNCIL ON COMMUNITY SERVICES AND CONTINUING EDUCATION
c/o Dr. Brian Donnelly, Dean
Cuyahoga Community College
Cleveland, OH 44115
(216) 241-5966

The National Council is an affiliate member of the American Association of Community and Junior Colleges, and an offshoot of the AACJC Community Services Project. Its primary goals include communication on policy issues to state and federal government and leaders in education; the fostering of institution-wide commitment to community services on the part of all staff associated with community colleges; and the encouragement of the development of new programs in response to the lifelong learning needs of all adults, particularly older students, returning women, low-income learners, and students from traditionally underrepresented minorities. Publications, workshops, and staff development opportunities are among the Council's efforts. The Council publishes *Catalyst*, a quarterly journal, as well as a quarterly newsletter and occasional papers. Information can be obtained from the Chair of the Editorial Board, Dr. Charles Atwell, Virginia Polytechnical Institute and State University, Blacksburg, VA 08330, (703) 961-6426.

NATIONAL UNIVERSITY CONTINUING EDUCATION ASSOCIATION
One Dupont Circle, N.W., Suite 360
Washington, DC 20036
(202) 659-3130

Founded in 1915, NUCEA has about fourteen hundred institutional and individual members organized in nine regional groups and involves professional staff at member institutions with active extension and continuing education programs. The organization sponsors several councils in such areas as administration, delivery systems, human resources, management and operational services, and societal resources. More than twenty divisions address issues as diverse as educational broadcasting, administration of part-time students, career development, individual studies, and women's education. Its biweekly *Newsletter* covers association activities and news in the continuing and extension education fields. NUCEA also publishes several other publications, including *The Continuing Education Unit: Criteria and Guidelines* and *On Campus/Off Campus Degree Programs for Part-Time Students.*

NEUMANN COLLEGE
Continuing Education Division
Aston, PA 19104
(215) 459-0905

The Continuing Education Division at Neumann College (formerly Our Lady of the Angels College) is actively engaged in developing nontraditional degree programs in the traditional setting of a liberal arts college. The AIM Program's student population is generally characterized as first-generation college students in their mid-thirties, carrying six or more credits per semester; 55 to 60 percent are women. The AIM Program features student-developed majors, assessment of prior learning (including a portfolio development workshop), and a unique "Experience Learning and Identity" seminar in which students are exposed to various learning modes and coping skills. Pre- and posttesting is used to assess attitude and skills changes as a result of the seminar. Most academic work takes place in seminar mode with contract learning, with a hundred and twenty

hours required to graduate, thirty of which may be used for independent study, and up to sixty hours for assessment of prior learning modes. The Continuing Education Division staff handles all admissions, advising, and counseling and targets special mailings and brochures to workplaces in the service area.

OHIO UNIVERSITY EXTENSION DIVISION
Curtis M. Johnson, Director
Athens, OH 45701
(614) 594-5326

Among the many activities of the Extension Division is a unique "Informal Community Learners Program," through which area residents may enroll in regular credit courses as noncredit students. On a one-time basis, learners enroll for a $10 fee in as many courses as desired for a maximum of three quarters. The purpose of the program is to acquaint people with the University who may have had no previous experience with higher education; some subsequently enroll as regular students. Ohio University also participates in a variety of other activities, such as a six-college consortium that provides assessment for experiential learning, another consortial arrangement headed by Cleveland State University that offers an external degree program, and an Educational Information Center program sponsored in conjunction with three rural southern Ohio colleges and three urban colleges in the Cincinnati area.

UNION FOR EXPERIMENTING COLLEGES AND UNIVERSITIES
2331 Victory Parkway
Cincinnati, OH 45206
(513) 861-1334

The Union was formed in 1964 and currently includes twenty-six members in a consortium of colleges, universi-

ties, and social institutions designed to encourage research and experimentation in higher education. UECU sponsors the University Without Walls program, an innovative approach that abandons the traditions of a fixed campus and a fixed-age student body, and operates Union Undergraduate and Graduate School. The Union sponsors workshops, seminars and conferences, and publishes *UECU Update*, a quarterly newsletter.

Materials

For more than two decades, "access to higher education" has been an issue that has inspired considerable debate and an ever-burgeoning quantity of writing and research. In the last ten years, access for adult learners has inspired its own share of literature, too extensive to be covered in detail in any single chapter. For the purposes of this manual, some twenty-odd pieces of literature, ranging from articles to books to other bibliographies, have been annotated and another several score cited for further reference.

The materials annotated here are intended to be representative of the wealth of information and ideas that is currently available to the planner and researcher, and the list is far from all-inclusive. Some of the works cited are basic to the field—"classics" in the literature—while others simply touch on one or more specific aspects of the access issue, such as needs assessment, master-plan development, interinstitutional linkages, and promotion and publicity. Thus, this list should be viewed not as the "last word" but as a starting point for the planner, program developer, administrator, and policymaker.

ARBEITER, SOLOMON; ASLANIAN, CAROL B.; SCHMERBECK, FRANCES A.; AND BRICKELL, HENRY M. *40 Million Americans in Career Transition: The Need for Information*. New York: College Entrance Examination Board, 1978.

The book contains the detailed findings of a survey of the career-transition needs of a sample of adults either anticipating or actually undergoing job or career changes. Although the focus is primarily on career-related concerns, the book offers useful observations about the role of adult education providers in meeting the transition needs of adult learners and offers helpful insights into the nature of the information and service needs of adults generally.

ARBEITER, SOLOMON; ASLANIAN, CAROL B.; SCHMERBECK, FRANCES A.; BRICKELL, HENRY M. *Telephone Counseling for Home-Based Adults.* New York: College Entrance Examination Board, 1978.

Outreach strategies are often a critical part of increasing access for adult learners, and this book highlights the findings of a follow-up study of former home-based clients serviced by a telephone-counseling service in Providence, Rhode Island. The study focused on clients' satisfaction with this form of outreach counseling, their success in implementing subsequent educational or career decisions, and unexpected outcomes or difficulties. Important reading for program managers considering various outreach approaches.

ASLANIAN, CAROL B., AND BRICKELL, HENRY M. *Americans in Transition: Life Changes as Reasons for Adult Learning.* New York: College Entrance Examination Board, 1980.

This book reports on a study, undertaken by the College Board's Future Directions for a Learning Society Project, of "the causes and timing of adult learning." A representative national survey of nearly two thousand American adults were interviewed about ther reasons for going back to school (or studying independently), as well as

about what they were studying, when, where, and how. The findings are interesting in themselves, but the third section, "Conclusions and Implications," will be of special interest to education providers concerned about widening access.

ASLANIAN, CAROL B., AND SCHMELTER, HARVEY B. *Adult Access to Education and New Careers: A Handbook for Action.* New York: College Entrance Examination Board, 1980.

The handbook grew out of a project that established adult career information and counseling centers at two universities. It provides a framework for planning, identifies strategies and solutions to common problems, generates ideas, and describes the experience of practitioners. Although the book focuses primarily on career-related concerns of adults, useful insights are offered with regard to the provision of counseling and information services more generally.

ASTIN, HELEN. *Some Action of Her Own: The Adult Woman and Higher Education.* Lexington, Mass.: Lexington, 1976.

The book analyzes programs of continuing education for women at fifteen institutions of higher education. Observations about program structure and relationships with the "parent institutions" are likely to be of particular interest to administrators concerned with the access issue.

COUNCIL FOR THE ADVANCEMENT OF EXPERIENTIAL LEARNING. *Opportunities for Prior Learning Credit: An Annotated Directory.* Columbia, Md.: CAEL, 1979.

This is a directory of institutions with programs that assess prior learning, listed by state. Data included for

each participating institution are name of the person responsible for prior learning assessment; an institutional description; the percentage of the degree requirements or the number of credit hours that can be applied toward a degree from prior learning or a combination of college transfer credit or credit-by-examination; procedures for assessment, including fee information and the length of time required to complete prior learning assessment, where known. Useful for both the adult learner and program planners interested in learning more about the "state of the art" in prior learning assessment.

Cross, K. Patricia. "Educational Opportunity." In *Higher Education Planning: A Bibliographic Handbook*, edited by D. Kent Halstead. Washington, D.C.: U.S. Department of Health, Education and Welfare, The National Institute of Education, 1979.

The chapter annotates seven books under the "Adults" section that, in the author's words, "emphasize a synthesis of information from primary sources." Program administrators will find several items of interest related to the question of access.

Cross, K. Patricia. *The Missing Link: Connecting Adult Learners to Learning Resources*. New York: College Entrance Examination Board, 1978.

Based primarily on the results on thirty state surveys of adult learner needs and on various research reports of adult self-planned learning projects, the book suggests that providing the "missing link" between the adult learner and society's learning resources will require easing of access, dissemination of information about opportunities, and provision of counseling and referral services.

Cross, K. Patricia; Valley, John R.; and Associates. *Planning Non-Traditional Programs: An Analysis of the Issues for Postsecondary Education*. San Francisco: Jossey-Bass, 1974.

A publication of the Commission on Non-Traditional Study, *Planning Non-Traditional Programs* was a groundbreaking analysis of the growing movement for nontraditional educational approaches. The volume includes contributed chapters on topics ranging from the assessment of adult learning interests and experiences to awarding credit for prior learning, and contains an excellent annotated bibliography of some of the important early work in the field.

ERIC Clearinghouse on Adult, Career and Vocational Education and the Adult Education Association of the U.S.A. *1980–81 Directory of Resources for the Education of Adults*. Columbus: Ohio State University, 1980.

This annually updated directory is available from the National Center for Research in Vocational Education, National Center Publications, Ohio State University, 1960 Kenny Road, Columbus, OH 43210. The Directory presents resource ideas, suggestions, and references; describes strategies for dealing with common problems and processes in adult education; focuses on several special populations of adult learners; and identifies resource people, organizations, and materials.

Gilder, Jamison, ed. *Policies for Lifelong Education*. Washington, D.C.: American Association of Community and Junior Colleges, 1979.

The volume includes recommendations for fostering lifelong learning, plus a series of background papers on

"options, economics, political strategies, student needs, state provisions, and governance changes." The chapter entitled "Restructuring Community Colleges for Lifelong Education," by Robert H. McCabe, will be of particular interest to program planners, as it contains a number of observations about funding strategies, program organization and flexibility, personnel policies, facilities, procedures and support services, and related topics.

Learning Times, Vol. 1, No. 1. New York: College Entrance Examination Board, 1979.

A newsprint tabloid available in bulk for distribution to adult learners and prospective learners, *Learning Times* contains a variety of informational and motivational articles aimed at the adult learner. Written in popular journalistic style, features include such topics as different types of educational opportunities, paying for education, answers to common problems and concerns of adult learners, and sources of additional information.

Moon, Rexford G., Jr., and Hawes, Gene R., guest eds. *New Directions for Experiential Learning: Developing New Adult Clienteles by Recognizing Prior Learning*. San Francisco: Jossey-Bass, 1980.

Because awarding credit for prior learning is increasingly important to the success of new adult degree programs and an incentive for prospective adult learners, this book is an action-oriented guide to the major systems that colleges might adopt for assessing prior learning. The chapters were contributed by practitioners nationally recognized for their experience with nontraditional college programs for adults, and blend considerations of policy with comments on practice. The editors state in the pref-

ace: "For any of these systems for recognizing prior adult learning, forthright policy provisions by the college are necessary but not sufficient for developing substantial new enrollments of adult students. Active and ongoing practice must follow policy. Only sound policies applied vigorously will draw significant numbers of new adult students to the campus."

1980–81 Yearbook of Adult and Continuing Education. Chicago: Marquis Who's Who, 1980.

This anually updated guide contains for the most part previously published articles and reports organized into a variety of categories, several of which are related to adult education and lifelong learning.

Paying for Your Education: A Guide for Adult Learners. New York: College Entrance Examination Board, 1980.

The pocket-sized guide is designed to help adult learners obtain the financial aid for which they are eligible and offers a variety of other ideas for cutting the time and cost involved in completing an educational program. The booklet is available in bulk for distribution to prospective students and is an excellent recruitment and counseling tool. Virtually the only comprehensive source of financial aid information targeted specifically to the adult learner, *Paying for Your Education* is must reading for both prospective adult learners and program administrators concerned with the increasingly important financial dimensions of widening access for adults.

PETERSON, RICHARD E., AND ASSOCIATES. *Lifelong Learning in America*. San Francisco: Jossey-Bass, 1979.

This impressive volume pulls together information from thousands of sources related to planning, implementing, and evaluating lifelong learning opportunities in higher education and elsewhere. "Local Programs: Innovation and Problems," by John R. Valley, provides an interesting overview of the needs, development, and problems associated with institutional efforts. "Information Resources: Organizations, Publications, and Projects," by Judith Bonnett Hirabayashi, is an outstanding annotated directory to over three hundred sources of information and expertise in lifelong education, ranging from ongoing organizations to research projects. It should be on the bookshelf of every program planner interested in access or any other dimension of providing educational services to adult and nontraditional learners.

PITCHELL, ROBERT J. *Financing Part-Time Students: The New Majority in Postsecondary Education*. Washington, D.C.: American Council on Education, 1974.

The report contains a series of findings and recommendations related to the adult learner and includes some specific proposals for addressing perceived discrimination against part-time (as compared with full-time) students in the awarding of financial aid. While favoring, on the whole, private financing for continuing and professional education, the report also urged federal support for improving financial aid delivery systems to institutions for part-time students whose education or training would be in the public interest.

RUSSO, JOSEPH. "Community College Student Aid: A Hard Look from Within," *Journal of Student Financial Aid*, 6, 1 (February 1976).

This article identifies the impacts of understaffed, underfunded programs on nontraditional students: poor infor-

mation, underutilization of resources, and lower application rates, even among potentially eligible students.

SHRIBERG, ARTHUR, guest ed. *New Directions for Student Services: Providing Student Services for the Adult Learner*, No. 11, San Francisco: Jossey-Bass, 1980.

The book identifies several strategies for meeting the service needs of adult learners. Chapters are devoted to such areas as student programming, student development, recruiting, and the role of student resource and women's centers. The chapter on faculty and staff development may be of particular interest, identifying fifteen resource people with experience in this important area. Essential reading for student services specialists responsible for working with adult populations.

SIMS, ELISABETH, AND ANDREWS, HANS A. "The Human Impact of an Adult Financial Aid Program," *Journal of Student Financial Aid*, 6, 2 (May 1976).

This is a report of a study of the effects of an adult scholarship program at Kellogg Community College in Michigan. The program identified needy students, raised funds from private donors, and surveyed the adult recipients; the article describes some of the effects of the effort.

350 Ways Colleges Are Serving Adult Learners. New York: College Entrance Examination Board, 1979.

This pocket-sized booklet is packed with ideas and strategies for both widening adult access to higher education and supporting the learning needs of older and nontraditional students. Suggestions are based on the experience of more than fifty institutions engaged in the provision of services to adult learners and are grouped under

such categories as "Assessing Needs," "Developing Better Programs and Courses," "Marketing Programs," "Changing Admissions and Registration Procedures," and "Providing Support Services and Financial Aid for Students." A useful resource tool, and a stimulus for innovation at the institutional level.

VAN DUSEN, WILLIAM D.; MILLER, RONALD H.; AND POKORNY, DONNA M. *Planning for a Statewide Educational Information Center Network*. New York: College Entrance Examination Board, 1978.

The report includes suggestions about establishing statewide educational information center networks to service the needs of various types of learners, including adults. Background materials; analyses of the needs and methods of securing, storing, and disseminating information; and evaluation of effectiveness are covered. The focus is on statewide information systems, but useful insights into the construction and evaluation of educational information and dissemination strategies will be of interest to institutional program managers.

WILLINGHAM, WARREN W. *The Source Book for Higher Education*. New York: College Entrance Examination Board, 1973.

The *Source Book* is a "critical guide to literature and information on access to higher education." While much of the literature and information sources annotated in the book has been superseded by more current work in the field, the volume remains a "classic." The taxonomy in which the material is organized continues to provide a useful framework for understanding the variety of processes that interact to provide (or restrict) access to higher education for different types of students. For education providers interested in the adult learner, references to

"continuing education" and "nontraditional education" represent some of the best early works in the field.

Selected Bibliography

The following is a selected bibliography of books, articles, reports, and conference proceedings related to one or more aspects of the access issue. A coding system is used after each entry to indicate the major focus of each work:

NA	Needs assessment. May also include reference to long-range and master planning at the institutional, regional or statewide level.
F	Financing and financial aid.
PL	Credit for Prior Learning and related issues.
B	Bibliography. May also include directories.
IL	Interinstitutional linkages.
SS	Student services.
C/I	Counseling and information services.
Sc	Scheduling.
C/P	Curriculum and programming.
ExD	External or extended degree programs.
G	General information. Overview of several aspects of access for adult learners are so classified.

These classifications are arbitrary, and any piece cited may also contain coverage of other important topics as well. The bibliography is itself limited to those works in the literature that seem to correspond most closely to the central thrust of this volume. For additional references in the broader field of adult education and lifelong learning, the reader is referred to the excellent bibliography in *Lifelong Learning in America*.

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Kathleen Brouder is Associate Director of Planning, College Scholarship Service, The College Board. She has written on student financial aid, college choice, and academic collective bargaining. She has served as a marketing consultant to both profit-making and nonprofit organizations.

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